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ABSTRACT

This curriculum focuses on peace and justice issues while emphasizing the positive of the building of relationships. Units are developmental in approach and work from "Relating to Self" to "Relating to Others" to "Relating to Community and World." A Code of Ethics is presented to guide the unit and a section on sports' ethics is aimed specifically at high school students. Topics discussed include conflict resolution and peer mediation, bias, environmental concerns, world conflict, gender issues, ageism, disabilities, the Holocaust, African American and Native American cultures, and problem solving. (EH)

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ED 418 901

Peace Issues

A Humanities Curriculum

Developed by a Committee
of
Granite City High School Teachers

Community Unit School District #9

1994-1995

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Humanities Curriculum
Course: Peace Issues
1994-1995

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Peace Issues

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The world is too small
For anything but mutual care
And deep respect;
The world is too great
For anything but responsibility
For one another.

Abraham Heschel

Introduction

If we wish to live in a peaceful world, if we wish our children to live in a peaceful world, then "educating for peace" must be an overriding concern in our classrooms, homes, and communities today. With rising gang activity on our streets; an increase of violent behavior in our schools and at our sports events; the escalating incidences of suicide and domestic violence; the mounting divorce rate and numbers of "unparented" young people, the future of our society is indeed precarious. To these problems, we add the threat of nuclear destruction and the global environmental crisis, and the prognosis for our future worsens.

As classroom teachers, we are concerned with shaping the lives of our young people. In a real sense, they are our future. By emphasizing traditional values, we hope to guide them. While, at the same time, searching out our own ways to live in peace, we hope we can "empower" them by helping them find healthful ways to live in a peaceful world.

Peace Issues is a curriculum of activities developed by a committee of Granite City High School teachers under a School Improvement Change Grant funded by the Illinois State Board of Education.

In developing this curriculum, we wished to focus on peace and justice issues while emphasizing the positive--the building of relationships. Among our objectives, we have tried to develop activities that will teach peacemaking or conflict resolution; activities that will invite students to make connections with others--even with others of diverse cultures and lifestyles. In addition, we have planned activities that will develop respect and a sense of responsibility for the earth, which sustains us all.

We have attempted to group activities under units, with the first unit entitled RELATING TO SELF. Before we can learn to respect and relate to others, we must first develop a healthy sense of self; we must learn to understand our feelings, to love ourselves, and to be at peace within ourselves.

Additional units focus on RELATING TO OTHERS: first, to those from among our family and peer groups; then to others, including those whose gender, age, ethnic and cultural backgrounds differ from our own. Since we believe it is appropriate to address the topic of sports ethics with high school students, we have included activities aimed at such.

For the unit RELATING TO COMMUNITY AND WORLD, we incorporated "earth education" activities designed to promote understanding and a sense of kinship with the earth on which our very survival depends. We also included activities that would help students identify and gain some understanding of national and international conflict issues.

The activites we planned are, admittedly, limited in scope, as we were limited by time. But, they are a beginning.

--Teresa Johnson, Chairperson
August 1995

PEACE ISSUES: A CODE OF ETHICS

SHOWING RESPECT IS A BASIC LAW OF LIFE.

Because I desire to treat all persons and things with respect I will...

Treat every person, from the youngest child to the oldest in my community with respect at all times, showing special respect for my elders, parents, teachers, and community leaders.

Avoid hurting other hearts as I would avoid a poison, taking care never to cause another to feel "put down".

Touch nothing that belongs to someone else without permission or an understanding between the other and myself.

Repect the privacy of others, taking care never to intrude on a person's quiet moments or personal space.

Never walk between persons who are conversing.

Speak in a soft voice, especially in the presence of strangers and persons for whom special respect is due.

Never speak in a negative way about others, whether they are present or not.

Treat the earth as my mother, showing deep respect for her minerals, plants, and animals. I will do nothing to pollute the air or soil unnecessarily and will rise up to defend the earth from those who destroy her.

Show respect for the beliefs and religions of others.

Listen with my heart to hear what others say, even if I feel that what they say is worthless.

(An excerpt from the wisdom and practice of Native Americans, See unit on Native Americans.)

Unit: RELATING TO SELF

Note: This unit consists of two sections--Text material to be used in conjunction with activities and worksheets where noted in the text. The activities and worksheets follow the text.

I. TEXT: INTRODUCTION

In our society, **SELF** is a much discussed subject. In the *Webster's Collegiate Dictionary* there are four hundred fifty words that begin with the hyphenated *SELF*. There are some who would say we are preoccupied with *SELF*, but others would say that understanding who we are and what we are about is the beginning of a productive and happy life. The person I relate to and talk to (in my mind) the most is myself. How I relate to myself and what I say to myself is very important to my self-image, self-esteem, and how I handle self conflict. Therefore, we will take only three SELF words and look at them more closely: *Self-image, Self-esteem, Self-conflict.* **(Activity 1 suggested)**

II. TEXT: SELF-IMAGE

Self-image is simply the verbal and mental pictures I have of myself, is internal, within each person, and is not particularly based on truth or fact, but upon perception. What all of that means is that I take my experiences and process them in my brain and draw a conclusion. That conclusion is then a part of my self-image, the continuously changing picture that I paint of myself for my own viewing only. What influences these conclusions that cause our mental pictures of SELF?

Environment:	Where I live, country, state, section of town, etc.
Significant People:	What parents say about me, to me; How people treat me.
Economic Factors:	Material possessions and their importance to me.
Physical Body:	Physique, Beauty, Disabilities, etc.
Social Structure:	How well do other people like (prefer) me.

This is not an exhaustive list of influences, but they do contain

This is not an exhaustive list of influences, but they do contain the major ones. REMEMBER: It is not the environment, people, economics, or body that determines my self-image, but the conclusions I make inside myself that determines my self-image. **(Activity 2 suggested)**

III. TEXT: SELF-ESTEEM

As I continue to look at how I relate to SELF, I will consider the concept of self-esteem. The word *esteem* means to determine the worth of something; therefore *self-esteem* means I am determining what my worth as a person is. This is a very crucial aspect of my life since the worth or value I place on something determines to a great extend how I treat that object. The thoughts and feelings I have about myself are very much affected by how much I determine I am worth. This evaluation process takes place within me; therefore I have control over the appraisal I make of myself. I should not underestimate my value. I should not take other's evaluation at face value; I should look over the facts and then make an estimate of my self-esteem. If I don't like the facts I face, then I can set goals to change them. I AM IN CHARGE OF THE EVALUATION OF MY SELF-ESTEEM. **(Activity 3 suggested)**

Before I leave the subject of self-esteem, I need to briefly think about how it affects my self-respect. Respect, in general, means to have consideration or regard for someone or something. Therefore, I am to "respect my elders" meaning to regard and consider their feelings and needs in a given situation. The same definition is used for "self-respect" in that I have consideration and regard for the internal person that I call SELF. The way I treat myself is in direct relation to my self-esteem which is how much I think I am worth.

Some examples of low self-esteem; hence lack of self-respect:

*** Overfeeding my body which stresses many bones, muscles, blood vessels, etc. is the only physical body I will ever have (I can't trade it in after 100,000 miles).
*** Driving a car 85 miles an hour in a 55 mile an hour zone, unnecessarily endangering precious life.
*** Having a few beers with the "buddies" even though my blood sugar levels are indicating borderline diabetes.
*** Having sex after the second date.
*** Feeling angry and carving a heart with my current boyfriend's initials into the skin on my left forearm.

Considering with high regard my own body, thoughts, feelings, and actions is what determines my self-esteem and self-respect.
(Activity 4 suggested)

Before I leave these areas of relating to self, I need to briefly and simplistically discuss the area of feelings (emotions).

1. What are feelings?

2. Where do they come from?

3. Who is responsible for them?

4. Can they be changed?

1. What are feelings? They are sensations or movements which happen in the body. The word emotion which is another word for feeling comes from a Latin word meaning movement. We have names for these different types of movements, such as anger, fear, hurt, etc.

2. Where do feelings come from? They come from my thoughts. Although there are several theories concerning where feelings come from, the theory that says they come from my thoughts is called cognitive theory. A simple exercise can help me with this area. I simply think some angry thoughts about someone and in a few seconds I will begin to feel angry. Or on a more positive, note, I can think about how much I like or love someone and soon I will feel good (Maybe even very good). So my mind is the center not only of my thoughts, but also my feelings and actions.

3. Who is responsible for my feelings? Now I can easily see that since no one can get into my head and flip a switch to my mind, then I must be responsible for my own thoughts, hence my own feelings. I do many things to try to deny my responsibility in the feeling area. And our society and language helps me in this respect:

    ---- "My dad made me so angry." (instead of "My dad said I couldn't have the car Saturday, and so I decided to feel angry.").
    ---- "My sister (friend) hurt my feelings." (instead of "My sister said something really mean, and I decided to feel hurt.").

I like to think of my feelings as "icing on the cake". They are something that set me apart as a human being but they do not become the motivation for my actions. Let me give an example:

> My daughter comes in and tells me how I am not a good mother because I didn't let her get her nose pierced like all the rest of her friends, and besides that I am out of touch with the world and am "an ancient".
>
> Now comes my decision of what to think about this situation.
>
> 1. If I think, "How dare her talk to me, her mother, that way, with those words, in that tone", then I will become angry.
>
> 2. If I think, "If she loved me, she wouldn't use that tone when talking to her mother.", then I will feel hurt.
>
> 3. If I think, "What is going on here; I can't cope with this today; where's this coming from; what's "an ancient"?", then I will feel confused.
>
> 4. If I think, "Poor, dear, she's had a hard day at school. Things must have gone badly there today.", then I will feel pity toward her.
>
> However, no matter what I choose to think and then to feel, I do not have to use those feelings as my motivation to respond. I can decide not to shout and call names because I am angry. I can decide not to cry and whine because I feel hurt. I can decide not to throw back five things that are irrelevant at my daughter because I feel confused. I can decide not to verbally pat my daughter on the head (there! there!) because I feel pity. Instead I can choose to say, "I feel angry (hurt, confused, sorry) about this statement you made, but we need to talk more about this. Something is wrong and we need to decide what is wrong and then, what can be done about it."

4. Can feelings be changed? In truth, feelings cannot be changed. Once the thought is in place the feeling automatically comes. However I do get to choose my thoughts, therefore, if I back up to the thought process, then by changing the thought, the feeling will automatically change, too.

IV. TEXT: RESOLVING SELF-CONFLICT

The last area of SELF that I want to explore is the area of self-conflict. Many times in daily life, there will be situations arise which case me to have internal conflict concerning decisions of my actions. For instance, I may have the belief that drinking alcohol is harmful to my body and soul, but at the same time I may be issued an invitation by my best friend to come to a party where I know alcohol will flow freely. This causes an internal conflict over what to do.. I want to present a system of conflict resolution that works internally (within myself) or externally (between me and other people).

System of Resolving Conflict:

1. Identify the problem. Look deeply here--what appears to be the problem may not be the root problem.
2. List as many solutions (or alternatives) as you can think of. Perhaps seek advice from an outside source for possible solutions.
3. Collect information concerning the different solutions.
4. Examine consequences (both negative and positive) for each possible solution. Asking the question, "What might happen if I do this?" will help determine the consequences of each solution.
5. Consider your over-all values in light of each solution.
6. Choose the solution which seems best for you.
7. Implement the solution. DO IT!
8. Evaluate the solution. Did it solve the problem? If not, go back to number six and choose another solution.

Remember that decisions concerning our problems many times need some TIME --time for us to work on solutions. Quite often we make fast or "snap" decisions when we need to take more time to consider solutions and their consequences. It's perfectly all right to say to our friends and relatives who want quick answers, "I need to think that over. I'll get back to you.". **(Activity 5 suggested)**

V. TEXT: CONCLUSION

Learning to relate to myself is very important. If I don't know who I am or what I think of myself, it becomes very difficult to relate to others and to the world around me. In our world today, I live close to others--sometimes very close--and it becomes important to my happiness that I know how to relate to others. Therefore, I strive to continue on my journey to keep my self-image and self-esteem in a healthful balance. Learning how to resolve internal conflict is also essential to well-being and happiness. **(Activity 6 suggested)**

RESOURCES:

Corbitt, LaVerna. "Relating to Self." Text notes for Activities 1-6. Written Summer 1995 for Peace Issues Curriculum.

POWER OF CHOICE: SELF-ESTEEM (Video), Live Wire Video Publishers, 3315 Sacramento Street, San Francisco, CA 94118

REALITY THERAPY, William Glasser, M.D., Harper & Row, Publishers, New York, NY

SELF, ESTEEM, I'M WORTH IT, NEED A LIFT?, HOW'S YOUR SELF-ESTEEM, CONFLICT RESOLUTION, CHANNING L. BETE, CO., INC., 200 State Road, South Deerfield, MA 01373

RELATING TO SELF
ACTIVITY 1

Objective/Goal: To help students define Self-Image, Self-esteem, and Self-conflict.

Activity:

1. Read the Introduction section of *Relating to Self*.
2. Divide class into groups of three.
3. Use the **Activity 1 Worksheet** to formulate a definition of each word.
4. Have a recorder to write the definitions on the form.
5. Come together and ask two or three groups to share their definitions.

Resources:
The students in each group.

Webster's Collegiate Dictionary

RELATING TO SELF
ACTIVITY 1

WORKSHEET

1. What is self-image?

2. What is self-esteem?

3. What is self-conflict?

RELATING TO SELF
ACTIVITY 2

Objectives/Goals: To help students begin to think about their self-images, and to encourage them to make it an on-going activity.

Activity:

1. Read the *Self Image* section of Relating to Self, and then do the exercise outlined in **Activity 2 Worksheet**.

2. Teacher may need to give some examples from his/her self-image to help students get started.

3. Also explain that our self-images are constantly changing and therefore each person needs to look closely at the conclusions they draw about themselves and try to keep them in line with reality (facts/truth). It is an on-going activity which can keep us in control of our lives rather than blindly giving control of our lives to someone else, for instance, to someone who says something bad about us.

Resources:

Webster's Collegiate Dictionary.

SELF ESTEEM. 200 State Rd., South Deerfield, MA: Channing L. Bete Co., 01373.

RELATING TO SELF
ACTIVITY 2

WORKSHEET

This worksheet is for your eyes only. It will not be collected and seen by the teacher.

List as many positive (good) things about you as you can: They can be skills you have, the way you look, or the kind of person you are, etc.

List areas of your life in which you need improvement: All of us have things in our lives we want to change and make better. What are yours?

Please carry this with you in a purse or pocket for a few days and add to it as you think about your self-image.

RELATING TO SELF
ACTIVITY 3

Objectives/Goals: To help students become more aware of how valuable they are.

Activity:

1. Read what the text has to say about *Self-esteem*.

2. Explain **Activity Worksheet 3**. Our Self-esteem fluctuates as we decide on reactions to the relationships and experiences in our lives. Rate each category in your life. These categories will not tell you how much self-esteem you have. They may be indicators of your self-worth evaluation. For instance, if you are very shy/inward because you feel you aren't worth other people's time and effort to be with you, then this underlying reason for your shy/inward evaluation is an indication of your self-esteem (worth) level.

Resources:

SELF ESTEEM. 200 State Rd., South Deerfield, MA: Channing L. Bete Co., 01373.

RELATING TO SELF -- ACTIVITY 3

WORKSHEET

Directions: Rate yourself from 1-10. These ratings will give you an indication of how valuable you think you are -- hence some measure of your self-esteem.

1 -- 2 -- 3 -- 4 -- 5 -- 6 -- 7 -- 8 -- 9 -- 10

LOVABLE -- UNLOVED

DEPENDABLE -- UNDEPENDABLE

CHEERFUL -- GLUM

GOOD LISTENER -- DON'T LISTEN

SENSE OF HUMOR -- NO SENSE OF HUMOR

RISK TAKER -- SUPER CAREFUL

LIKE TO LEARN NEW THINGS -- LIKE TO STAY WITH THE FAMILIAR

SPEND TIME WITH OTHERS -- LONER

CAPABLE -- INCAPABLE

ATTRACTIVE -- UGLY

FLEXIBLE -- RIGID

JUDGMENTAL -- ACCEPTANCE

FRIENDLY/ OUTGOING -- SHY/INWARD

HONEST/ TRUTHFUL -- DISHONEST/LIE

FAILURE -- SUCCESSFUL

ACCEPT RESPONSIBILITY FOR YOUR LIFE-- BLAME OTHERS FOR YOUR THOUGHTS/ACTIONS

HARD-WORKING -- LAZY

STRONG/ COURAGEOUS -- WEAK/COWARD

RELATING TO SELF
ACTIVITY 4

Objectives/Goals: To help students become aware of their value quotient, how much they think they are worth.

Activity:

1. Read the *Self-Esteem* sections of the text.

2. Finish **Activity 4 Worksheet**, each student determining what other worth areas they have. Cross out any of the five worth statements given that do not apply to them.

3. Optional: Ask students to pair up with another student and each share their "worth" statements.

Resources:

The students' opinion.

RELATING TO SELF
ACTIVITY 4

WORKSHEET

What Are You Worth?

1. As a human being I am worth being treated with dignity and assume responsibility for treating others with dignity.

2. The government (Federal, State, Local) says I am worth school buildings, books, teachers, money, etc. to help prepare me for adult life (college, job, citizenship).

3. As I seek an answer to the question, "Where did I come from and what is my purpose in life?" I may also determine my worth. (This involves my personal spiritual journey.)

4. My body is worth approximately $60.00 to a chemical company.

5. My parents (guardian, other) think I am worth time, money, and emotional commitment to the extent they can provide.

6. ______________________________

____

7. ______________________________

____

8. ______________________________

____

9. ______________________________

____

10. ______________________________

____

RELATING TO SELF
ACTIVITY 5

Objectives/Goals: To help students take time to make decisions and to help them to become familiar with an eight step system of resolving conflict.

Activity:

1. Ask students to read the section on *Resolving Self Conflict* in the text. A student handout, **Activity 5 Handout**, follows.

2. Ask students if they have questions concerning this process of problem solving.

3. Give **Activity 5 Worksheet** to each student and ask them to work on it individually.

4. After 15 or 20 minutes, ask each student to pair up with another student and then ask that person to give input on other possible solutions and also on any other negative or positive consequences for each solution.

5. Remind students that this exercise is to give them practice in resolving internal conflict. Encourage them to actually write these steps out to begin with; later they will be able to just process these steps in their heads.

Resources:

CONFLICT RESOLUTION. 200 State Rd., South Deerfield, MA: Channing L. Bete Co., 01373.

Glasser, William. *Reality Therapy*. New York: Harper & Row, Publishers, 1965.

Corbitt, LaVerna. Text for Self-Conflict.

RELATING TO SELF
ACTIVITY 5

HANDOUT

RESOLVING SELF-CONFLICT

The last area of SELF that I want to explore is the area of self-conflict. Many times in daily life, there will be situations arise which case me to have internal conflict concerning decisions of my actions. For instance, I may have the belief that drinking alcohol is harmful to my body and soul, but at the same time I may be issued an invitation by my best friend to come to a party where I know alcohol will flow freely. This causes an internal conflict over what to do.. I want to present a system of conflict resolution that works internally (within myself) or externally (between me and other people).

System of Resolving Conflict:

1. **Identify the problem. Look deeply here--what appears to be the problem may not be the root problem.**
2. **List as many solutions (or alternatives) as you can think of. Perhaps seek advice from an outside source for possible solutions.**
3. **Collect information concerning the different solutions.**
4. **Examine consequences (both negative and positive) for each possible solution. Asking the question, "What might happen if I do this?" will help determine the consequences of each solution.**
5. **Consider your over-all values in light of each solution.**
6. **Choose the solution which seems best for you.**
7. **Implement the solution. DO IT!**
8. **Evaluate the solution. Did it solve the problem? If not, go back to number six and choose another solution.**

Remember that decisions concerning our problems many times need some TIME --time for us to work on solutions. Quite often we make fast or "snap" decisions when we need to take more time to consider solutions and their consequences. It's perfectly all right to say to our friends and relatives who want quick answers, "I need to think that over. I'll get back to you.".

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RELATING TO SELF
ACTIVITY 5

WORKSHEET

1. What is a problem within my own life?

____

____

2. List as many possible solutions as I can. Brain-storm! Even if they seem impossible or "far out", list them.

____

____

____

____

____

____

____

If more room is needed, go to the back of the page; Remember the more solutions, the more choices I have.

3. Collect information which might be needed for each solution.

4. List both negative and positive consequences for each solution.

Solution 1: ____________________	Consequences: ____________________ ______________________________ ______________________________ __________________________
Solution 2: ____________________	Consequences: ____________________ ______________________________ ______________________________ ____________
Solution 3: ____________________	Consequences: ____________________ ______________________________ ______________________________ ____________

Continue Solutions and Consequences on back of paper if needed.

5. Are any of my overall values in conflict with any of the solutions? If so, what are they?

6. Which solution do I choose at this time? ____________________

____

____

7. Implement the solution. What is your plan for putting the solution into action. What is needed? When will I start? Where will I do it? How will I do it?

8. Did the solution work? Do I need to go back to number six and try another alternative?

RELATING TO SELF
ACTIVITY 6

Objectives/Goals: To help students review the definition and importance of self-esteem.
To help students learn that self-esteem is not only important to their happiness and health, but is beneficial to their friends and relatives and to society in general.

Activity:

1. View the video, *THE POWER OF CHOICE: SELF-ESTEEM*, Live Wire Video Publishers, 3315 Sacramento Street, San Francisco, CA 94118 (Listed in our AV catalog)

2. Read the text section called *Conclusion*.

3. Fill out the **Activity 6 Worksheet**.

Resources:

THE POWER OF CHOICE: SELF-ESTEEM, Life Wire Video Publishers, 3315 Sacramento Street, San Francisco, CA 94118.

RELATING TO SELF
ACTIVITY 6

WORKSHEET

1. List as many positive statements that I can make to myself. Don't lie to myself. There are plenty of good things about me. Look for them.

2. List as many positive things as I can about people I know. Now tell them these things--don't keep silent. Become an encourager, not a destroyer.

NAME:	POSITIVE STATEMENT:

Continue on back. Remember that parents are people, too!

Unit: Relating to Self **Mindful Living--Thich Nhat Hanh**

Objective: To share simple exercises that students might practice to help them cultivate inner peace and mindfulness.

Activity: Begin class by engaging students in a discussion aimed at pointing out how habitually we rush about, how we are not totally present to what we are doing; while we are bodily present, often our minds are somewhere else-- in the past or future or possessed by emotional states of anger, anxiety, frustration or dreams.

Use simple questions: e.g., When have you last enjoyed a hearty laugh? Can you remember breathing deeply and smelling the air when you got up this morning? When was the last time you picked a flower and enjoyed its beauty? The last time you drank a glass of water slowly and enjoyed it? The last time you made it a point to be present to family members at a meal?

Introduce students to Thich Nhat Hanh and his teachings on practicing the art of mindful living. A poet, peace advocate and Zen master from Vietnam, Thich Nhat Hanh has been praised for his lifestyle, work, and teachings. When Martin Luther King, Jr. nominated him for the Nobel Peace Prize in 1967, he said, "I do not personally know of anyone more worthy of the Nobel Peace Prize that this gentle monk from Vietnam." Hahn teaches mindful breathing and the awareness of what is healing and uplifting around and within us. He believes that rebuilding society depends on our realization of the value or ultimate dimension of each act of our daily lives and our strengthening our families and communities.

Thich Nhat Hanh lives in a small community in southwestern France, where he teaches, writes, gardens, and works to help refugees worldwide. He has conducted mindfulness retreats for veterans, professionals, environmentalists, children and other groups.

Share with students a simple exercise **(Handout: Thich Nhat Hanh and Conscious Breathing)** to help them practice mindfulness and learn to STOP to bring peace, joy, and harmony into their lives, especially before destructive energies, such as anger, stress, etc. take hold.

Resources:

Naht Hanh, Thich. *Touching Peace: Practicing the Art of Mindful Living*. Berkeley, California: Parallax Press, 1992.

Unit: Relating to Self **Handout: Thich Nhat Hanh**

Thich Nhat Hanh and Conscious Breathing (From *Touching Peace*, pages 11-17):

In the Zen tradition, poetry and meditation always go together. Poetry is made of images and music, and images make the practice easy. Here is an exercise to help us in the practice of mindfulness that many friends have found inspiring and effective:

Breathing in, I know I am breathing in.
Breathing out, I know I am breathing out.
In/Out.

Breathing in, I see myself as a flower.
Breathing out, I feel fresh.
Flower/Fresh.

Breathing in, I see myself as a mountain.
Breathing out, I feel solid.
Mountain/Solid.

Breathing in, I see myself as still water.
Breathing out, I feflect things as they are.
Water/Reflecting.

Breathing in, I see myself as space.
Breathing out, I feel free.
Space/Free.

All of us, children and adults, are beautiful flowers. Our eyelids are exactly like rose petals, especially when our eyes are closed. Our ears are like morning glories listening to the sounds of the birds. Our lips form a beautiful flower every time we smile. And our two hands are a lotus flower with five petals. The practice is to keep our "flowerness" alive and present, not just for our own benefit but for the happiness of everyone.

Each of us is a flower, but sometimes our flowerness is tired and needs to be revived. We human flowers need air. If we breathe in and out deeply and consciously, we will bloom right away. We can breathe while sitting , standing, lying down, or walking and, after just a few minutes, we will be fresh enough to share our flowerness with others. Our friends need us to be a flower. When they are sad, if they see us looking happy, they will remember to return to their own flowerness and smile again. We support each other. If we now how to revive our flowerness when it is not very fresh, we provide a real community service.

To keep our flowerness fresh, we have to learn how to stop our worries, anxieties, agitation, and sadness so that we can find peace and happiness, and smile again. When things are not going well, it is good to stop in order to prevent the unpleasant, destructive energies from continuing.

Unit: Relating to Others--Family

Activity: Appreciating Family Heritage

Objective/Goals: Students will gain a better understanding of their own heritage, including their ethnic background, culture, and customs. In addition, students will gain an appreciation of the heritages of other students in the class.

Activity: Students will take a step back into time to examine their own cultural heritages. Begin by distributing **Worksheet 1** (Family Heritage Questions) and **Worksheet 2** (Family Tree) to students, so that they can begin gathering the information required for the assignment. When students have completed the two worksheets, have them share their findings about their own heritage with their classmates (Full class discussion or small group discussion).

With **Worksheet 2** (Family Tree), be sure to have students collect interesting family stories, family crises, idiosyncracies, sayings, values or personalities. In addition, have students look for physical resemblances within the family.

NOTE: Some students may not be aware of their national backgrounds because of adoption, foster care, etc. In this case, encourage students to investigate the ancestry of the student's host family or the ancestry of a neighbor or close friend. Some students may also wish to collect geneagram information (marking deaths, divorces, distant relationships.) Students should be encouraged to examine positive characteristics for which their families (or ethnic groups) are known.

Worksheet 3 (Researching Family Names) provides some background on meanings of surnames. Students should be encouraged to learn what they can about their own names as part of their heritage.

Resources:

Davidman, Leonard. "Multicultural Education: A Movement in Search of Meaning and Positive Connections." *Multicultural Education* Spring 1995: 8-12.

Vogt, Susan, ed. *Just Family Nights.* Elgin, IL: Brethren Press, 1994.

Relating to Others - Family Heritage
Worksheet 1

Family Heritage Questions

1. Your full name.

2. Where are you from, geographically? Where do you live now?

3. Who do you live with? (This question is optional.)

4. How long has your family or ancestors been on this continent?

5. Where did your family or ancestors come from before coming to America? Or, were they always here?

6. How many generations of your family or ancestors, on both sides, have lived in the USA?

7. What languages were or are spoken in your home, in the past or currently?

8. Identify a favorite author, book, film, or ritual that is important to your family or especially significant in your life?

9. Do you identify yourself with any race, ethnic group, culture, or organization? If so, what groups?

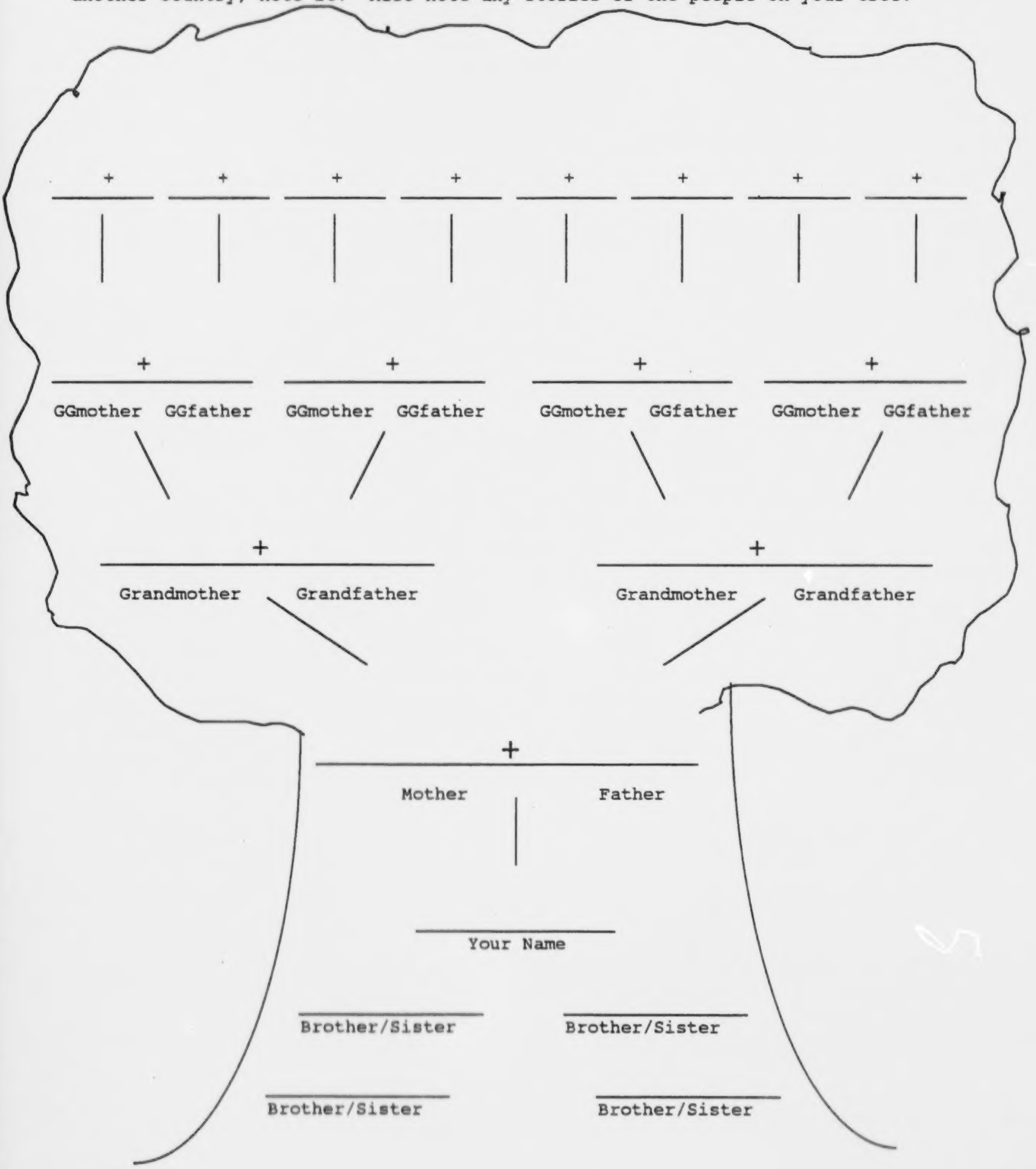
10. Do you feel that your race, ethnic group, or culture group membership (including gender) has been a positive influence on your life? How?

11. Have you ever experienced any conflict because of your race, ethnic group, cultural group, or gender? If so, please describe one of these conflicts. Was this particular conflict resolved in any way, and if so, how?

12. What is your favorite hobby?

Relating to Others--Appreciating Family Heritage: Activity Worksheet 2

Students: Fill in the blanks as far back as you can. If a person came from another country, note it. Also note any stories of the people on your tree.


+
GGmother
GGfather
Grandmother
Grandfather
Mother
Father
Your Name
Brother/Sister

Unit: Relating to Others--Appreciating Family Heritage
Worksheet 3

Researching Family Names

Background: Until about 900 years ago, most people in European countries has only one name. As population increased, it became necessary to add a second name to distinguish among individuals. Traditionally, last names or surnames were associated with the professions (e.g., Cooper, Smith, Wainright, Cook, Mason, Seaman, etc.) or with places (e.g. Brook, Lake, Hill, Townsend, etc.). Or, in many instances, the names were derived from the father's first name (e.g,*sen* or *son* as in Swenson, Jackson, & Johnson; *Vitch* as in *Ivanovitch; off and of* in Macedonian; *eff & iff in Slavic; ov* in Russian.). A surname might also have indicated special characteristics or traits, as in *Stout, Longfellow, Short, and Fox*.

List names of Family Members

1. Describe what you know about your surname (last name).
Has your name been changed over the years?

In what country did your name originate? Locate that country on a map or globe.

2. How did your family come to select your first name?
Check a dictionary or book of names and their meanings.

3. What does your first name mean? Why is it so special. (Check a dictionary or book of names and their meanings).

Unit: Relating to Others--Family

Activity 2: Celebrating Our Heritage

Objective/Goals: To make students realize they should be proud of their differences, as those differences are what make them unique and special.

Activity: Have each student name as many things as they can that makes them feel good about their own racial/cultural/religious heritage. Example: I feel good about being Puerto Rican (or French, or Korean , or African, or Jewish, or Arab, etc.) because.....

Resources:

McGinnis, Kathleen. *Educating for a Just Society.* St. Louis, MO: The Institute for Peace and Justice.

Unit: Relating to Others--Family

Activity 1: FAMILY FEUD: A PEACEMAKING GAME (Problem Solving)

Objective: To develop critical thinking skills; The specific goal for students is practice in the process of problem solving rather than arriving at any actual solution.

ACTIVITY: The Classroom becomes the TV Studio for Family Feud. Students are the participants. They will be selected from the class to form two teams of 4 students who will then compete as family teams to solve a conflict selected by means of a random number from a spin on a wheel of fortune (or, as an alternative, a conflict selected from among those written on 3 x 5 cards).

The "studio audience" must determine which team best resolves the selected family conflict. Each of the teams will be given a limited time (not more than 3 minutes) to arrive at its solution. The first team will announce its solution. The opposing team will have a chance to "counter". On the second spin, the team that "countered" will be first to announce its solution and the competing team will later counter. By show of hands, the studio audience will decide the winning team after each conflict situation has been explored by teams.

After the "studio audience" has voted on the winning team, students from the audience are encouraged to voice alternatives they feel are better solutions.

See Appendix: Sample family conflicts:

Resources:

McGinnis, James. *Helping Families Care.* St. Louis, Mo.: Institute for Peace and Justice.

Appendix: Sample family conflicts:
(For FAMILY FEUD: A PEACEMAKING GAME)

1. At home in Granite City, Joe, who is 13 and a passionate football fan, is "glued to the tube." His favorite team is playing in the Superbowl. His brother, 14 year old Phil, occasionally watches a game, but football is not his thing. His one great interest is fishing. Phil regularly tunes into his favorite weekly sports program, which, this week, happens to be featuring a special on trout fishing in Missouri at a time that conflicts with the Superbowl coverage. Joe refuses to give up the family color TV set to Phil. At the same time, Phil refuses to go upstairs to watch the trout fishing program on the family's 13 inch black and white TV, insisting that the fishing program has special underwater footage that is a must for guys who love trout fishing. The two boys are in a heated argument and fight over the large screen color TV. You are the father. What would you do?

2. Jill is 4 and Christine is 3. Jill has been dressing and displaying her Barbie dolls for the better part of the morning. Christine comes into her room and joins Jill in playing with the dolls for several minutes. Soon Christine starts pulling the dolls apart and throwing them and their costumes all over the room. Jill first pushes Christine down. Then Christine hits Jill. You walk upstairs when you hear screaming, hitting, and Jill shouting, "Stop biting, me." You are their mother. What will you do?

3. Liz is 15 and is charged with keeping the house tidied up while her mother is at work. Tonight the family is having guests over for a Barbecue, and Ryan, Liz's 12 year old brother, has just brought in Taco carryouts and spilled food all over the table and floor. He refuses to clean up his mess, saying that Liz's job, and gets ready to leave the house with his friends. You are Liz. What will you do?

4. Your older sister accuses you of taking her portable CD player from her room when you're not even supposed to be in her room at all. You didn't really do it, but she won't believe you. What do you do?

5. Seven year old Tommy likes to ride his bike, play with his dog, listen to tapes, and swap baseball cards with his friends. He also wants to take ballet lessons. After seeing a ballet with his family, he was impressed with the strength and gracefulness of the dancers and now wants to learn to dance ballet. None of his friends--in fact, no other boys in his neighborhood--are studying ballet. His Dad is trying to discourage his interest, pointing out that students in his beginning ballet class would all be girls. Tommy says he doesn't care and his insistence is beginning to irritate his Dad. You are his teenage sister. What do you do? You are his mother. What do you say?

6. Stephanie is fifteen and has many interests. She plays piano, enjoys poetry, likes to cook and party. As a new member of the cheerleading squad, she has some reservations. First, she thinks there should be as large a cheerleading squad for the girls' basketball and volleyball teams as for the boys' teams. Second, she does not think that the cheerleaders should be expected to bake cookies for the male athletes and decorate their lockers and generally be seen in a supportive role when cheerleaders for the girls' teams that many of her friends are on do nothing for the female athletes. Most of the cheerleaders on Stephanie's squad feel she should not rock the boat. Stephanie has asked you, her parents, for advice. What will you say?

Resources: McGinnis, James. *Helping Families Care.* St. Louis, Mo.: Institute for Peace and Justice.

Unit: Relating to Others -- Family

Activity 2: Teen-Parent Conflicts (Problem Solving)

Objective: To reinforce the idea that teens must send adult messages if they wish to treated as adults by their parents, and to help teens learn to negotiate to resolve their conflicts.

Activity: View the *Teen-Parent Conflict: Making Things Better*. Using teen-parent conflict situations, this video discusses how to send the proper messages in communication and how to negotiate.

Follow-up discussion questions:

1. How can the message teens send determine the response they get from parents?

2. What are some good rules of thumb for negotiating that you remember from the video?

3. How successful is the teenager girl at getting her father to let her have the car? What approach or strategies does she use?

4. Can you share a positive experience of working out a conflict with a parent or another adult authority figure? What elements in your situation or personal attitudes made the problem solving possible?

Resources: *Teen-Parent Conflict: Making Things Better*. Pleasantville, NY: Sunburst Communications, n.d. (V584 in GC Media Collection)

Unit: Relating to Others--Family

Activity 3: Study of TOLSTOY'S "A SPARK NEGLECTED"
(Problem Solving - Reconciliation)

OBJECTIVE: To develop awareness and understanding of the irrational nature of feuds. To use a classic short story to dramatize the power of forgiveness and the need to overlook slights before a conflict escalates.

Activity: After students read the Tolstoy selection, have them discuss the following:

1. What caused the feud between the two families in the story?

   Is this an unreal situation presented in the story, or can you think of similar minor problems that have power to trigger conflict between families or individuals?

3. Who in the story tried to stop the quarrel? What advice did this person suggest? Describe this in your own words.

4. Was there any indication in the story that Gabriel might later act out his anger in such a devastating way that the whole village would suffer? What can we learn about people and emotions from this example?

5. What does the title of the story suggest?

Resources:

Tolstoy, Leo. "A Spark Neglected" In *Reading Literature*, Orange Level. Evanston, Il.: McDougal Littel, 1985: 246-9.

Unit: Relating to Others: Conflict/Resolution and Peer Mediation

Activity 1: Conflict Causes

Objectives/Goals: Students will learn about the different perspectives which people hold and understand that there is no one "truth" about an event.

Activities:

Materials: Several magazine photographs showing people engaged in some type of activity mounted on a piece of poster-board. The more action and people in the pictures, the more effectively it can be used.

Hold up the pictures for one minute for students to observe. Remove the picture and ask students to write down a description of what they saw. Their responses will vary.

Announce that you would like to hear the truth, eliminate liars, and get to the "real" truth. Play up the discussion, allowing the different perspectives to emerge.

Discuss with students how conflict develops out of a lack of one universal "truth." Ask them for examples they have had in the past few days, in which different perspectives have created conflict in their own lives.

Resources:

Loescher, Elizabeth. *Peacemaking Made Practical*. Denver: The Conflict Center, 1991.

Unit: Relating to Others: Conflict/Resolution and Peer Mediation

Activity 2: Conflict Causes

Objectives/Goals: This activity is designed to continue students' understanding of different perspectives and how they can create conflict.

Activities:

Materials: Select a fairy tale that is familiar to the students and tell it from the antagonist's point of view (For example, Little Red Riding Hood as told by the wolf). In addition, the children's book *The True Story of the Three Little Pigs!* by Jon Scieszka provides such a reversal of perspective, telling the Wolf's version of the Three Little Pigs. Also have a copy of the original fairytale.

Before reading the original fairy tale, ask who the "good guys" were. Write them on the board.

Read the original fairy tale. Confirm the "good guys." Then read the revised version, and discuss their view of "good guys" and "bad guys." Ask about the "truth." Students should realize that there is a problem with the "truth."

Discuss how multiple perspectives can create conflict. Ask, "Does it help to understand the other person's point of view?" It is often the beginning of conflict/resolution.

Resources:

Loescher, Elizabeth. *Peacemaking Made Practical*. Denver: The Conflict Center, 1991.
Scieszka, Jon. *The True Story of the Three Little Pigs*. Scholastic.

Unit: Relating to Others: Conflict/Resolution and Peer Mediation

Activity 3: Problem Ownership

Objectives/Goals: To develop cooperative structures within the classroom and to teach students that many people share similar types of problems and want to reach similar goals.

Activities:

Have students individually list all of the structures they view as competitive within the school. Then as a group, make a list on the chalkboard of these competitive structures. For each item, discuss alternate ways to accomplish the same goal, but in cooperative ways. Discuss the pros and cons of each approach, and decide which approach is better and why. Ask why so many of the school's structures are competitive, when so many people share common goals. Finally, discuss ways that students can bring about a change.

Resources:

McGinnis, Kathleen. *Educating for a Just Society.* St. Louis, Institute for Peace and Justice.

Unit: Relating to Others: Conflict/Resolution and Peer Mediation

Activity 4: Problem Ownership

Objectives/Goals: Students should learn that many people "own" similar problems. They will also understand that they can create positive solutions to their own problems and those of their peers by discussing with a group.

Activities:

Have each student answer the following: "Describe a time when you were treated unfairly by someone during your day at school." Make sure that students DO NOT write their names on the piece of paper. Have them fold the paper twice.

Divide students into groups of 5-7. In this group, they are to shuffle their slips of paper and draw one of the problems. If any student draws his/her own problem, then all students must draw again, so that no one knows whose problem he/she has.

When all students have a slip, they should read them silently and spend a minute quietly thinking about the problem and possible solutions.

Each group then chooses a first speaker. This person reads aloud the problem, as if it is his/her own problem. Then this person explains what he/she will do to solve the problem, again as if it is his/her own problem. After a minute, call "Time." The group then has two minutes to discuss the problem and to offer other possible ways to solve the problem.

After the two minute discussion, a new speaker, the person on the first speaker's right, gets to repeat the process, until all problems have been discussed. Be careful to call "Time" promptly and to see that all groups get to every problem.

Afterward, have students answer the questions on **Worksheet 1 (Problem Ownership - Follow-up Questions)**. As a group, discuss their answers.

Resources:

McGinnis, Kathleen. *Educating for a Just Society*. St. Louis, Institute for Peace and Justice.

Schniedewind, Nancy and Ellen Davison. *Open Minds to Equality*. Englewood Cliffs, NJ: Prentice-Hall, 1983.

Conflict/Resolution and Peer Mediation: Activity 4
Worksheet 1

Problem Ownership - Follow-up Questions

Students: Answer the following questions as completely and honestly as possible.

1. How did you feel when you heard someone else read your problem as though it were that person's problem?

2. What was it like to discuss another person's problem as though it were your own?

3. Did you discover any similarities between your own problem and the other problems discussed by your group members?

4. With your own problem, did your group offer any suggestions that seemed like good ideas?

5. Did your group offer good ideas to the other problems you discussed as a group?

6. Did your group ever come up with ideas in the two minutes of group discussion that the speaker had not? If yes, why do you think that some new ideas came up in group discussion?

7. What are some advantages of using a group to create solutions to problems? What are some disadvantages?

8. What are some advantages of keeping your problem anonymous? What are some disadvantages?

9. How could we use this method at other times in our classroom?

10. Why do you think that many people share similar problems?

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Unit: Relating to Others: Conflict/Resolution and Peer Mediation

Activity 5: Problem Ownership

Objectives/Goals: The purpose of this activity is to move students' understanding of problem ownership to a new level. After students have learned that they share similar problems with other people, they need to understand that sharing problems is not enough--the person who has the problem must accept ownership for that problem. By understanding this level of problem ownership, students will get to one of the roots of conflict management.

Activities:

Talk to the class about goals. For example, a student wants to leave the room during class to get a drink of water; the teacher wants to finish the lesson with eery student present. There is a conflict. BOTH the teacher and the student own the problem.

Distribute **Worksheet 1 (Problem Ownership Guidelines)** to students. Discuss the large type at the top of the page. Have students answer Question 1 below the large type. After they have done this, select one volunteer to read his/her answer to Question #1. With the class discuss possible answers to the rest of the questions on Worksheet 1. Be sure that the class agrees on who owns the problem. Help lead them to the conclusion that only the people who own the problem can satisfactorily discover a solution to the problem. Teach that only the problem owners have the power to continue the conflict or to solve the problem. After using the volunteer as a model, have students answer the rest of the worksheet on their own.

Resources:

Loescher, Elizabeth. *Peacemaking Made Practical*. Denver: The Conflict Center, 1991.

Conflict/Resolution and Peer Mediation: Activity 5
Worksheet 1

Problem Ownership Guidelines

PROBLEM OWNERSHIP IS DETERMINED BY.....

***WHOSE GOAL IS BEING THWARTED**
***WHAT NEEDS ARE BEING BLOCKED**
***WHOSE SELF-ESTEEM IS BEING THREATENED**

1. Briefly describe a time when you saw two people in conflict. What was the problem? Describe the specific situation without using any names.

2. Who "owned" the conflict you saw?

3. Who is going to solve the problem?

4. Why did you select the person/people you did to solve the problem that you described?

5. Why is determining problem ownership important?

Unit: Relating to Others: Conflict/Resolution and Peer Mediation

Activity 6: Power in Conflict/Resolution

Objectives/Goals: Students should gain a better understanding of power and learn how to use their own power constructively in conflict situations. Students will be able to define "power" and explain its use and abuse.

Activities:

On the chalkboard, write the word "Power." Ask students to speak whatever words come to mind when they see the word; write their definitions on the board.

Ask questions about their choices when they have conflict. Ask if those choices are a kind of power too.

Have students individually complete **Worksheet 1 (Power)**. As a class, discuss the students' answers to the worksheet. Continue to reinforce good uses of power in the classroom.

Resources:

Loescher, Elizabeth. *Peacemaking Made Practical*. Denver: The Conflict Center, 1991.

Conflict/Resolution and Peer Mediation: Activity 6
Worksheet 1

Power

Students: Complete the following chart with specific examples from events you have witnessed. Then answer the questions below.

Good Uses of Power	Bad Uses of Power
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

11. What are the differences between good power and bad power?

12. What are three specific examples of ways in which you can use good power to meet your own needs and the needs of others?
a.

b.

c.

Unit: Relating to Others: Conflict/Resolution and Peer Mediation

Activity 7: Violence

Objective/Goals: To increase students' awareness of violence (physical, verbal, and emotional).

Activities:

Give each student a sheet of paper and ask him/her to write a definition or draw pictures of violence. Have students share their work.

Write the three types of violence on the board and have students create definitions close to the following:

VERBAL VIOLENCE - Words that hurt another person such as put-downs, loud or angry voices, name calling, and sarcasm.

EMOTIONAL VIOLENCE - Anything that hurts another's feelings or makes fun of their feelings such as mean looks, exclusion, laughing AT another person.

PHYSICAL VIOLENCE - Anything that hurts another's body, such as kicking, hitting, pushing, etc. (including alcohol, drugs, assault).

Ask each student to think of a time he/she observed or participated in violence, other than physical violence. Remind them that when they share these situations, they are to use NO NAMES. Accept all situations that have relevance.

Ask students why violence is harmful. Model listening and respect each student's opinion and feel free to share yours. Explain that both non-violence and violence can be contagious. Brainstorm ways, on the board, in which students can make their classroom a non-violent, peaceful place.

Resources:

Loescher, Elizabeth. *Peacemaking Made Practical*. Denver: The Conflict Center, 1991.

Unit: Relating to Others: Conflict/Resolution and Peer Mediation

Activity 8: Violence

Objectives/Goals: To identify behaviors that create violence or peace.

Activities:

Have students create definitions of violence and peace. Hand out **Worksheet 1 (Violence or Peace)** and have students answer the questions either individually or in groups. Have students write as many varied options as possible.

Have the entire class make a list of peace-making behaviors to display in the room and to remind them of choices when they have interpersonal conflict.

Resources:

Bodine, Richard J., Donna Crawford and Fred Schrumpf. *Creating the Peaceable School*. Champaign, IL: Research Press, 1994.

Loescher, Elizabeth. *Peacemaking Made Practical*. Denver: The Conflict Center, 1991.

Conflict/Resolution and Peer Mediation: Activity 8
Worksheet 1

Violence or Peace

Students: On the left side of this paper are violent behaviors that someone could do to you. In the blanks on the right, write behaviors that you could choose to do to make peace and not escalate the violence. **Write as many different options as possible for each one.**

VIOLENCE	PEACE
*Yelling	
*Put-downs	
*Sarcasm	
*Excluding you	
*Rolling Eyes	
*Fighting	
*Gossip	
*Playing with guns	
*Laughing at you	
*Eating/drinking what hurts you	
*Ignoring you	

Unit: Relating to Others: Conflict/Resolution and Peer Mediation

Activity 9: Violence

Objectives/Goals: In addition to understanding the violence in their own lives, students will come to an understanding of the violence in their culture. Students will develop critical thinking skills about such violence, including in games and media.

Activities:

. Have each student list his/her favorite TV shows. Come up with a consensus "Top Twenty" shows. Divide these shows among the students; have them watch their assigned shows for three weeks and record the acts of violence on the show, breaking it down into the three types already discussed (physical, emotional, verbal). After the data is compiled, the class could publish a listing of the most violent, least violent shows. In addition, students could do a similar study of musical groups/rock videos or with video games, such as Nintendo or Sega.

Resources:

McGinnis, Kathleen. *Educating for a Just Society.* St. Louis, Institute for Peace and Justice.

Unit: Relating to Others: Conflict/Resolution and Peer Mediation

Activity 10: Learning to Listen

Objectives/Goals: To increase students communication skills (specifically, listening and asking) which will help create an environment to learn conflict/resolution.

Activities:

Have each student draw a fairly complicated diagram/design on a piece of paper. Select one volunteer; the class will then be required to duplicate the diagram/design exactly, relying only on the original artist's verbal instructions. Students may ask questions to clarify the instructions. When everyone is finished, have the student show the original to the rest of the class. Lead the students to see that while good listening is important, good questions are also essential.

Resources:

McGinnis, Kathleen. *Educating for a Just Society*. St. Louis, Institute for Peace and Justice.

Unit: Relating to Others: Conflict/Resolution and Peer Mediation

Activity 11: Learning to Listen

Objectives/Goals: To increase students communication skills (specifically, listening techniques) which will help create an environment to learn conflict/resolution.

Activities:

Have students sit in a circle to create a "Ring of Communication." Explain the following rules:

*The teacher will whisper a message/story to the student on the teacher's right. (The message must be slightly complicated, but not so difficult that students cannot remember it all.)
*The student who receives the message must whisper it to the student on his/her right. THE MESSAGE CAN BE WHISPERED ONLY ONE TIME. Continue the process until the message has gone completely around the circle.
*The last student announces the message.

After this first Ring of Communication completed, tell the students the original message; it should be different from the final student's announcement.

Ask the group to analyze where the Ring of Communication broke down. Then make a list of ways to improve communication (say the message more than once, saying it louder, having the listener repeat it).

Send another message around the circle with the new rules of operation. Have students compare the results.

Explain how important the listening portion of the communication was. Have students relate this discussion to school and home.

Resources:

Loescher, Elizabeth. *Peacemaking Made Practical.* Denver: The Conflict Center, 1991.

Unit: Relating to Others: Conflict/Resolution and Peer Mediation

Activity 12: Learning to Listen

Objectives/Goals: To increase students communication skills which will help create an environment to learn conflict/resolution.

Activities:

Start by asking the class to identify the best listener in the class. Have students give specific examples of how that person is the best listener.

Make a list on the board of the types of behaviors that indicate a good listener. Develop the list to include the following:

***Eye contact**
***Affirmation**
***Concern for the other**
***Paying Attention**
***Paraphrasing the speaker's ideas, NOT parroting the speaker's ideas**
***Offering support**
***Not interrupting**

Ask for volunteers to role-play the following scenario in front of the class: One student explaining to another at lunch what he/she plans to do on Friday night. In the first role play, have the students provide an example of poor listening skills. Then have another group of students role play the same scenario using good listening skills. Discuss with students what behaviors the second group displayed that the first group did not.

Have students practice active listening with a partner, each taking a couple minutes to describe one of the most frustrating things about school for that person.

Resources:

Loescher, Elizabeth. *Peacemaking Made Practical.* Denver: The Conflict Center, 1991.

Unit: Relating to Others: Conflict/Resolution and Peer Mediation

Activity 13: Learning to Listen

Objectives/Goals: To increase students communication skills which will help create an environment to learn conflict/resolution.

Activities:

Hand out **Worksheet 1 (Learning to Listen - Communication Barriers & Bridges)**. Have students fill in the final column. Discuss with students the messages received by the communication barriers. Ask how students felt when they received these barrier messages. Then discuss the communication bridges and the messages sent by these bridges.

Have students make a list (preferably in teams) over the day where they record specific examples of communication barriers and communication bridges. Discuss the next day.

Resources:

Loescher, Elizabeth. *Peacemaking Made Practical*. Denver: The Conflict Center, 1991.

Conflict/Resolution and Peer Mediation: Activity 13 Worksheet 1
Learning to Listen - Communication Barriers & Bridges

MESSAGE SENT	BARRIER	MESSAGE RECEIVED
1. "Don't touch my stuff!"	Order	
2. "If you give me your homework, I'll invite you Friday night."	Promise	
3. "If you don't give me your homework, I won't invite you."	Threat	
4. "You should fight him/her so that he/she will stop spreading rumors about you."	Advice	
5. "I can't believe you were so dumb."	Criticism	
6. "You must be really poor/ rich."	Assuming	
7. "I know why you're mad."	Mind-reading	

MESSAGE SENT	BRIDGE	MESSAGE RECEIVED
1. "Are you scared about this?"	Active listening	
2. "Did I hurt your feelings?"	Active listening	
3. "Oh, I get it."	Simple acknowledgement	
4. Nonverbal messages (Look in eyes, nod your head, face the person)	Helpful silence	
5. "Sounds like you're mad."	Door opener	
6. "You seem nervous."	Response to feelings	
7. "Could we talk about this after school?"	Postponing	

Unit: Relating to Others: Conflict/Resolution and Peer Mediation

Activity 14: Conflict/Resolution - Fight or Flight

Objectives/Goals: Students will learn that the two most common responses to conflict, fight and flight, are not the best ways to resolve conflict. Students will be able to think about other, more creative ways to resolve conflict.

Activities:

Ask students what options they have when they get involved with a conflict. Tell them that, usually, people employ one of two ways to solve the problem: fight or flight. Hand out **Worksheet 1 (Conflict Survey)**. After students have completed it, discuss their answers to the first part as a class, noting which responses will increase conflict and which responses will decrease conflict. Then discuss with students their answers to the second part of the worksheet, allowing them to explain their answers. Numbers 2, 3, 4, 6, and 12 are examples of a "fight" response. Numbers 5, 7, 11, 16, and 19 are examples of a "flight" response. Numbers 1, 9, 10, 13, 14, 15, 17, 18, and 20 are other alternatives which can reduce the level of conflict. Number 8 can be classified all three ways, depending upon what type of joke is told.

Encourage students to use the worksheet as a way to evaluate their own handling of conflict situations. Urge students to remember that in conflict situations, they should think up three different responses before acting. There are often better ways to lower conflict than the first response which comes to mind. Collect the students' papers and tabulate their responses, so that you know how often good strategies are used by your students. You can then have students repeat the survey at a later date to see if they are using more positive strategies, so that they can compare.

Resources:

Loescher, Elizabeth. *Peacemaking Made Practical*. Denver: The Conflict Center, 1991.

McGinnis, Kathleen. *Educating for a Just Society*. St. Louis, Institute for Peace and Justice.

Conflict/Resolution and Peer Mediation: Activity 14 Worksheet 1
Conflict Survey

Students: Put a "P" for what you normally do in your personal life and put an "S" for what you normally do at school to resolve a conflict. Then answer the questions below. You do NOT need to put your name on this worksheet, but do put some type of identifying mark, such as a drawing or your phone number.

	Freq.	Occ.	Rarely	Never
1. Try to find ways in which you agree with the other person				
2. Threaten the other person				
3. Insist on solving the problem immediately				
4. Whine and nag				
5. Do not reveal your feelings				
6. Strike the other person				
7. Stay away from the other person				
8. Try to make the conflict seem like a joke.				
9. Say you're sorry.				
10. Explain how you feel without blaming the other person				
11. Pretend to agree with the other person				
12. Insult the other person				
13. With the other person, try to brainstorm ideas				
14. Agree with the other person to postpone the discussion until both have a chance to calm down				
15. Argue fairly				
16. Find someone to decide who is the winner				
17. Identify the conflict and say you want to solve it				
18. Try to understand the other person's viewpoint				
19. Use the silent treatment				
20. Agree to compromise				

1. Write the numbers of the possible reactions above which indicate fight. Be prepared to explain why you selected these.

2. Write the numbers of the possible reactions above which indicate flight. Be prepared to explain why you selected these.

3. Which of these possible reactions offers alternative ways to deal with conflict, other than flight or fight? Write the numbers here. Be prepared to explain why.

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Unit: Relating to Others: Conflict/Resolution and Peer Mediation

Activity 15: Conflict/Resolution - Diffusing Anger

Objectives/Goals: Students will become more aware of how they respond in conflict situations and learn ways to diffuse their anger in creative, nonviolent ways.

Activities:

Ask each student to write about one time in which he/she either participated in or witnessed someone who ventilated his/her anger in a nonviolent way. Ask if they want to learn some skills to control their anger, rather than have it control them. Explain that anger does not have to be personal. For example: Personalized anger is shown in the statement, "Jerry won't let me play basketball with him and his friends."; depersonalized anger is shown in the statement, "I want to play basketball. I need to find a few friends to play."

Have students answer all of the questions on **Worksheet 1 (Diffusing Anger)**. Discuss their answers.

For questions 4 and 5, make one big list of the students' suggestions that you can display in your classroom and refer to as time passes.

Resources:

Loescher, Elizabeth. *Peacemaking Made Practical*. Denver: The Conflict Center, 1991.

Conflict/Resolution and Peer Mediation: Activity 15 Worksheet 1

Diffusing Anger

Students: Answer each of the following questions on your own to the best of your ability.

1. What does it mean to *depersonalize* your anger?

2. Give one example of how someone can depersonalize anger.

3. a. Describe a time when you were losing and you got angry. What about the event caused you to get angry?

   b. Did you let your anger control you or did you control your anger? How?

   c. If you let your anger control you at that time, how could you control your anger in a similar situation?

4. You can develop tools to help yourself diffuse and depersonalize your anger. For example: You can count slowly to yourself until you have diffused your anger. Come up with THREE other tools you can quietly use to diffuse your anger. Be creative!

   a.

   b.

   c.

5. You can also help other students to diffuse and to control their anger. Come up with THREE ways that you can quietly and unobtrusively help to remind others to control their anger.

   a.

   b.

   c.

Unit: Relating to Others: Conflict/Resolution and Peer Mediation

Activity 16: Conflict/Resolution - "I" Messages

Objectives/Goals: As a follow-up to the discussion on diffusing anger, students will learn about "I" messages, a method of communication which facilitates communication. Student will learn how to rewrite "you" messages to form "I" messages.

Activities:

Explain to students what "I" messages and "you" messages are. Hand out **Worksheet 1 ("I" Messages)** and go over the information at the top of the page. Then have students rewrite the "you" messages into "I" messages. Discuss the changes they made.

Allow students to practice what they have learned by breaking them into groups of two. Each group is to select one of the scenarios from **Worksheet 2 ("I" Messages - Role Play)**. First, have each group role play the conflict for 2-3 minutes, with one member using "you" messages. Then, as a class, discuss what happens to conflicts when "you" messages are used. Then, have each group role play the same scenario as the first time for 2-3 minutes, with the same member using "I" messages. Discuss how the conflict turned out differently. Do the role plays two more times, until every student has practiced using both "you" messages and "I" messages.

Resources:

Loescher, Elizabeth. *Peacemaking Made Practical*. Denver: The Conflict Center, 1991.
McGinnis, Kathleen. *Educating for a Just Society*. St. Louis, Institute for Peace and Justice.
Person to Person: Learning to Communicate. Sunburst. VHS. (V0416 GC Media Collection)

Conflict/Resolution and Peer Mediation: Activity 16 Worksheet 1

"I" Messages

*Sending a "you" message will always raise the level of conflict. These messages accuse, blame, threaten, order, and insult the other person.

*Sending an "I" message lowers the level of conflict. It explains how someone else's behavior is making you feel and leaves the other person free to change.

*"I" messages look like this: "I feel (Specific feeling) when (Other person's specific behavior) because (Effect on you).

*"I" messages implicitly say, "I trust you to care about my feelings and to decide to make changes in your behavior if necessary.

Students: Change the following "you" messages to "I" messages.

1. You never leave me alone!

2. You make me furious! Why don't you go away?

3. You're always snooping around in my property!

4. Why can't you shut up? You don't need to spread stories about everyone the way you do.

5. You always make me be quiet.

6. You never let me have any fun.

7. You won't let me be on your baseball team.

Conflict/Resolution and Peer Mediation: Activity 16 Worksheet 2

"I" Messages - Role Play

Select one of the following scenarios and role play it, as per your teacher's instructions.

SCENARIO 1:

One of you is a student who tries to cheat off the other student constantly, resulting in both of you getting punished.

SCENARIO 2:

One of you is constantly telling untrue stories about the other person.

SCENARIO 3:

One of you is prejudiced against the other because of that person's family background.

SCENARIO 4:

One of you has just said to the other, "You're always picking on me. You never stop making fun of me. I'm going to hit you."

SCENARIO 5:

The two of you have been best friends for years. One of you has just told the other that you want to invite along a third person.

Unit: Relating to Others: Conflict/Resolution and Peer Mediation

Activity 17: Conflict/Resolution - Nonviolent Response

Objectives/Goals: Students will be able to recognize that violent reactions do not resolve conflict. Students will develop ideas on how to respond nonviolently in conflict situations.

Activities:

Remind students of the three types of violence discussed previously in class (Emotional, Physical, and Verbal). Review by discussing incidents that they have seen recently which illustrate the three types of violence.

Explain to students that they do not have to allow the conflict to build until violence is the only reaction. Once they are facing their antagonists and a circle of students has formed around them, it is too late for a nonviolent response to be effective. Explain to students that they can respond nonviolently when the conflict is building and diffuse the situation. Have each student make a list of conflict situations that could become violent.

Put students in groups of 3-5. Have each group develop a conflict situation from their lists that could very easily result in violence and create a way to diffuse the situation nonviolently. Have the groups role play their situation for the class. Allow time for practice.

Have students perform their role plays. After each role play, get class feedback. Ask the following: Did they solve the conflict? Did they build the relationship? Was their response really nonviolent? If not, how could it have been?

Resources:

Loescher, Elizabeth. *Peacemaking Made Practical.* Denver: The Conflict Center, 1991.

Unit: Relating to Others: Conflict/Resolution and Peer Mediation

Activity 18: Conflict/Resolution - Win-win Situations

Objectives/Goals: Students will learn that win-win situations occur when the conflict is resolved and the relationship is built. Students will be able to practice win-win outcomes to conflict.

Activities:

In your classroom display two ones, one which reads, "Did you solve the conflict?" and one which reads, "Did you build the relationship?"

Explain to students that win-win outcomes to conflict occur when each party involved in the conflict gets some of what he/she wants or needs at the conflict's resolution.

Give students an example of a typical conflict that occurs in your school. Ask the class to brainstorm a variety of responses to the conflict. Keep brainstorming until students have developed 10-15 ideas. Write down each idea on the board and do not make any judgements about each of the ideas.

For each response, help students develop the consequences of each response. If they tried to do their first response, what would happen? If they tried the second response? Explain that while we cannot predict the future, we can make reasonable guesses. Have them select the ideas that might best create win-win situations. Hand out **Worksheet 1 (Win-win Options)** and discuss with them.

Resources:

Loescher, Elizabeth. *Peacemaking Made Practical.* Denver: The Conflict Center, 1991.

Conflict/Resolution and Peer Mediation: Activity 18 Worksheet 1

Win-win Options

Remember to create win-win options to your conflicts!

When you are involved in a conflict:

THINK--What *can* I do? (Brainstorm)

then

DECIDE--What *will* I do? (Commitment)

Your Goals:

1. **Resolve the conflict.**
2. **Build the relationship.**

---

1. In a paragraph, describe a time you were involved in a conflict in which you were unhappy with the resolution. What was the resolution?

2. Brainstorm ways (10-15) that you could have handled the conflict. Then circle the ways that will create win-win options.

Unit: Relating to Others: Conflict/Resolution and Peer Mediation

Activity 19: Conflict/Resolution - Conflict Strategies

Objectives/Goals: Students will be able to develop strategies to resolve their conflicts and to build the relationship.

Activities:

Have a class set of the following **handout**, **"The Conflict Center Strategies."**

Ask students to define the word "choices." How do they feel when they have a choice? What choices do they have when they face a conflict? Then discuss the concept of consequences. Spend some time helping them to see that there are always consequences for their choices.

Pass out the handout "The Conflict Center Strategies." Ask the students to tell one conflict with which they are currently dealing. Take any one conflict they suggest and keep it short. Focus on the root conflict and avoid blame. Then ask students to decide which of the handout's strategies would work best with that conflict. After the students have selected a strategy, ask, "What might happen if the person tried......" Make sure the class keeps their handouts to refer to later on.

Resources:

Loescher, Elizabeth. *Peacemaking Made Practical.* Denver: The Conflict Center, 1991.

The Conflict Center
STRATEGIES

–FOR POSITIVE CONFLICT MANAGEMENT–

Ventilation--Everyone needs a constructive way to release pent-up emotion. When we are angry or afraid, adrenaline is released into our systems giving us a great deal of energy. Recognize that energy and find a positive release. A large pillow to punch helps with anger. Also running two laps around the block or going outside to yell. All of these activities can "let off steam" without damaging yourself or others. This does not solve conflict, rather it puts you in a frame of mind in which you can begin to solve the conflict.

1. **Active Listening**--A method of response that repeats the content of the message and the feelings conveyed. Example: Let me check this out... you're feeling mad at me because you think I started the rumors about you and Carl.

2. **Apologizing and Accepting Apologies**--Love doesn't mean never having to say you're sorry! We need to "own" our mistakes and apologize when they offend. A second kind of apology is to say you're sorry without necessarily saying you're wrong. This works when you are in conflict with another and you notice their muscles tensing or tears welling up in their eyes. An example, "I'm sorry you're so upset about this, but we have a serious problem here. I care about you, and about this problem. Would you meet me after school to discuss what we can do about it?" Responding to his/her feelings usually lowers the level of conflict.

3. **Postponement or "Stop and Move Out!"**--Individuals agree to wait for a more appropriate time to handle the situation, allowing time to handle the situation, allowing time for tempers to cool. Postponement should not be more than just a few hours.

4. **Humor**--Feelings are diffused in some humorous and constructive ways. This does not include put-downs or sarcasm... these lower the level of self-esteem. Humor needs to be directed at the person making the joke. Laughter is a great stress reliever, but it needs to be directed at self or situation to lower the level of conflict... never at the other party.

5. **Compromise**--Both parties give up (and gain) something to resolve the conflict. Compromise is critical to win-win situations. Everyone leaves the conflict with his/her self-esteem intact. In conflict management, half-a-loaf is better than none!

6. **Explaining Without Threat**--Keep the conflict centered on the issue separating the deed from the doer. Threat can also include the fear of rejection by the other... rejection of them as a person as well as rejection of their idea. An "I-message" expresses feelings and needs without judgment.

7. **Ignore**--When the conflict is not important or when there is no danger, it is good to ignore. In other situations, it makes it worse to ignore, since unresolved conflict doesn't go away.

8. **Tell Teachers, Parents**--When there is danger involved, or we need help to solve, it is good to ask a teacher or parent. Remember, the problem is still mine, and I need to solve it.

9. **Abandon**--Move away from a situation that cannot be dealt-with. -- Sometimes, if it is a really serious, violent conflict situation, the real world thing to do is run! To abandon the everyday kind of conflict is not the first strategy, but if you have tried several other strategies and the other conflictee is not meeting them halfway, it's time to give up. The other person can, in fact, block the best attempts at reconciliation. If you have really given it a fair try, back off, at least for the present.

10. **Brainstorming**--Get beyond ineffective behaviors by broadening the options. Often students (and adults!) do the first thing that pops into their heads when conflict arises. Brainstorming means using some creative energy to think of 10 to 12 options for any given situation. By learning this strategy, you learn a very important lifeskill--to be able to think beyond your first idea.

11. **Reduction**--Reduce problems and conflicts into parts and deal with one part at a time. This strategy puts boundaries on the problems and finds areas of agreement and disagreement.

12. **Writing**--Working through feelings and clarifying thoughts through writing. It's easier sometimes to get a handle on a problem when you write your feelings down, Start with the words **"I feel" "I want" "I need"**, etc.

13. **Role Play**--This strategy is used to clarify a conflict and what led up to it; it is also useful in trying out new ideas conceived in brainstorming. Practice for the real conflict. It can also be used for role reversal, trying to understand the other person's point of view. This is a good way to practice new conflict management or communication skills.

14. **Fact Finding**--Go to the person and check out the rumor. Try to get all the relevant facts and feelings in the conflict. If the conflict involves power, decide who has the power and how to influence them. Make it an adventure!

15.**Personal Plan**--Helps you get in touch with what you can and can't control. You can decide what you will do, you **can't** control the other person. Evaluate whether your behavior is achieving the desired results.

Loescher, Elizabeth. *Peacemaking Made Practical.* Denver: The Conflict Center, 1991.

CONFLICT MANAGEMENT

MY PERSONAL PLAN

CONFLICT: ______________________________

MY BEHAVIOR THAT IS NOT WORKING: ______________________________

WHAT MIGHT BE MORE PRODUCTIVE BEHAVIOR ON MY PART? ______________________________

WHAT I WILL DO DIFFERENTLY NEXT TIME I HAVE THIS CONFLICT: ______________________________

Unit: Relating to Others: Conflict/Resolution and Peer Mediation

Activity 20: Conflict/Resolution - Eight Step Process

Objectives/Goals: Students will learn and practice a eight step process to handle conflict.

Activities:

Have a class set of **Handout 1, "Eight Steps to Conflict Management."**

Explain to students that they are going to learn another way to manage conflict situations.

Ask the class to volunteer a conflict which one of them is experiencing.

Once every student understands the conflict, lead them together through the eight step process, paying close attention to Steps 1-4. Let the student with the conflict choose the solution and have that student explain to the class why he/she selected that solution. Follow up later on, to determine if the eight step process worked for that student.

To provide additional practice with the eight step process, put students in groups of 3-4. Have them create a conflict of their choosing. Then, have each group role play the conflict and their use of the eight step process to resolve the conflict.

Another alternative to provide additional practice, select a fairy tale with which all students are familiar. Review the fairy tale, omitting the conclusion. Ask students to use the eight step process on the events in the fairy tale, using this process to resolve the conflict peaceably.

Resources:

Bodine, Richard et al. *Creating the Peaceable School.* Champaign, IL: Research Press, 1994.

Loescher, Elizabeth. *Peacemaking Made Practical.* Denver: The Conflict Center, 1991.

Conflict/Resolution and Peer Mediation: Activity 20 Handout 1

Eight Steps to Conflict Management

STEP 1: SET GROUND RULES

*Listen actively to other side(s)
*Take turns talking
*Agree to solve the problem

STEP 2: IDENTIFY THE SPECIFIC CONFLICT

*Examine different perspectives
*Remove the people from the problem
*Use "I" messages

STEP 3: EXAMINE THE INTERESTS OF BOTH SIDES

*Ask questions of the other side(s)
*Summarize the interests of the other side(s)

STEP 4: BRAINSTORM POSSIBLE SOLUTIONS

*Create win-win options
*Do not evaluate solutions

STEP 5: EVALUATE POSSIBLE SOLUTIONS

*Examine consequences of each possible solution
*Try to combine possible solutions

STEP 6: MAKE AN AGREEMENT

*Both sides need to commit to agreement
*Summarize plan in terms of *who, what, where, when, why, how*
*Have both sides repeat the agreement
*Write down the agreement and get all sides to sign it

STEP 7: IMPLEMENT THE SOLUTION

STEP 8: FOLLOW-UP TO EVALUATE THE PLAN

*Ask: Is the situation better, worse, or the same?
*If it is worse, go through the eight steps again

Unit: Relating to Others: Conflict/Resolution and Peer Mediation

Activity 21: Conflict/Resolution - Conflict Role Plays

Objectives/Goals: Students will practice using the conflict strategies and the eight step process, reinforcing the ideas.

Activities:

Have students take out their handouts on conflict strategies and the eight step process. Remind them that good conflict/resolution skills require them to solve the conflict and to build up the relationship.

Either use the role play conflict choices that follow **(Handout 1 - Conflict Role Plays)** or have students make up their own conflicts before they get into groups of 2-3.

Give students time to practice, then have them role play their scenario using one of the conflict resolution strategies or the eight step process.

Resources:

Loescher, Elizabeth. *Peacemaking Made Practical.* Denver: The Conflict Center, 1991.

Conflict/Resolution and Peer Mediation: Activity 21 Handout 1

Conflict Role Plays

1. Lisa tells Angel that Jennifer wants to date Angel's boyfriend.

2. Jerry is writing his research paper in history. Matt tells him that he intends to take Jerry's paper when Jerry finishes. Jerry can just write another one later.

3. In English class, Suzy was put in a group with Steve and Zack. They will receive a group grade. Because Steve and Zack are not helping, Suzy has to do the work of three people.

4. Jason has just watched Bob break into his gym locker and take his car keys.

5. John's math teacher accused him of cheating on the test. John knows that he's innocent and thinks that his teacher is picking on him.

6. Chris had always been good friends with his neighbor Lisa. Then Lisa started to date Rob, the president of the student body. Rob thinks that Chris is trying to steal his girlfriend.

7. On Friday night, Nicole's friends decide to go to a new dance club that only admits people over 21. One of Nicole's friends offers to give her a fake ID so that she can go with them. She doesn't want to go, but she also doesn't want to lose their friendship.

8. Chrissy is spreading untrue rumors about Lance.

9. Wanda has dated John for over a month. Her old friends complain to her that she is ignoring them in favor of him. He's heard similar comments from his own friends.

10. Mark wants to sign up for a vocational class, but his parents and his counselor urge him to take another academic class.

Unit: Bias

Activity 1: Introduction to Unit

Objective: To draw attention to the stereotypes that are used to divide and subordinate individuals and/or groups.

Activity: Reading of Dr. Suess's *The Sneetches*, a classic story which illustrates and prompts reflection on the trivial nature of some differences that divide us. After a good oral reading, students are engaged in discussion aimed at relating Suess's message to life.

Discussion Questions:

1. Discuss the differences between the two groups of Sneetches. What types of differences are they?

2. Discuss the Sneetches' similarities.

3. How did the Star-Belly Sneetches treat the Plain Belly Sneetches? Why?

4. What caused the two groups of Sneetches to change their attitudes?

5.What is McBean's attitude toward the Sneetches? What does his attitude show?

6. Can you relate this story to any events in your life? To the world in general? What specific example(s) can you give?

7. What message is Dr. Seuss trying to send?

> "They never will learn./ No. You can't teach a Sneetch!"
> McBean (p.22).

I'm quite happy to say/ That the Sneetches got really quite smart on that day,/ That day they decided that Sneetches are Sneetches/ And no kind of Sneetch is the best on the beaches./That day, all the Sneetches forgot about stars/And whether they had one, or not, upon thars." (p. 24)

Resources: Suess, Dr. *The Sneetches and Other Stories*. New York: Random House, 1961.

Unit: Bias

Activity 2: Introduction to Bias

Objective/Goal: To increase students' understanding of the following terms. To make students aware of their own attitudes regarding race and ethnicity.

Activities: As a class define the following words, writing definitions on the board:

***Stereotype** - Oversimplified or conventional images of a group of people, based upon misconceived ideas.

***Prejudice** - An attitude of disfavor, formed beforehand, without any prior knowledge of the group or person in question.

***Discrimination** - To favor a particular group over another group, basing that favoritism upon stereotypes and prejudice. Discrimination can be found in people's attitudes, in people's actions, and in institutions.

***Race** - Group of people distinguished by the physical characteristics they share in common.

***Ethnic Group** - Group of persons sharing a common ancestry, history, nationality or area of origin.

After all students have an understanding of the terms, have each of them answer **Worksheet 1 (Ethnic/Racial Profile)**. Discuss their answers in general terms. Have the data prepared about the racial/ethnic composition of your school.

Resources:

McGinnis, Kathleen. *Educating for a Just Society.* St. Louis, Mo.: The Institute for Peace and Justice.

Bias Activity 2
Worksheet 1

Ethnic/Racial Profile

Students: The questions below refer to your own racial and ethnic experiences and background. After you have answered them, use the questions as a basis for group discussion.

1. What is the racial/ethnic composition of the people with whom you go to school?

2. What is the racial/ethnic composition of the neighborhood in which you live?

3, What has been the racial/ethnic character of your education? (Racial/ethnic identity of fellow students, teacher, etc.)

4. Describe any previous living or working experiences that put you in contact with a significant number of people from a racial group other than your own? (If there are many experiences, list just the last three.)

5. What notable person do you most admire from the following groups? **a. in your own city** **b. on a national scale**
   -African American
   -Hispanic
   -Native American
   -Jewish
   -Caucasian
   -Other

6. Name one experience that has had a positive impact on your racial/ethnic attitudes.

7. Using the scale below, how would you assess your own racial experiences/background?

Totally your own race **Totally multi-racial**

1 2 3 4 5 6 7 8 9 10

8. Where would your like to be on that scale five years from now? Why?

9. What is one thing you can do now to move yourself toward that point?

Unit: Bias

Activity 3: Privileges

Objectives/Goals: Students will gain a better understanding of the privileges accorded to some groups of people and the prejudicial attitudes displayed toward other groups.

Activity:

Distribute **Worksheet 1 (Privileges)** to students. Have them read the thirteen statements and consider them in relation to themselves and their famililiy groups. Discuss each of them with the students. Do they agree that some groups are accorded those privileges. After they have discussed each of the statements, ask students what group or groups of people are accorded those privileges. Ask students what leads to these types of privileges.

Resources:

McGinnis, Kathleen. *Educating for a Just Society.* St. Louis: The Institute for Peace and Justice.

Bias: Activity 3
Worksheet 1

Privileges

Students: Read each of the following statements. After you have read all of the statements, **circle** the **privileges** that apply to you.

1. I can walk down a residential street in a white neighborhood and no one will think that I am a maid or gardener.

2. If I make any grammatical or spelling errors, no one will attribute my mistakes to my race or ethnic group.

3. I can walk into a store late in the evening and probably no one will think that I am there to rob the store.

4. In class, it is not automatically assumed that my children will do poorly.

5. Most everyone who looks at me will assume that I am an American citizen and can speak English.

6. While waiting in a store, I am often served first though persons of other racial or ethnic groups might have been first.

7. If I have a responsible job, no one thinks that I got it because of "quotas."

8. White people waiting at a bus stop with me late at night will probably not be frightened of me.

9. I can borrow money from a bank without the bank officer wondering if I can pay it back.

10. People hear that I am a college graduate and no one is surprised.

11. If I want to teach my children about my culture, there are many museums and cultural events to which I can take them.

12. I can drive a large, expensive car and no one will accuse me of being wasteful or say, "Isn't that typical?".

13. No one assumes that when I give my opinion on something that I am speaking on behalf of my own race or ethnic group.

Why do you feel that you are given those privileges that you circled?

Unit: Bias

Activity 4: Social Distance Scale

Objectives/Goals: To make students more aware of their own attitudes regarding different groups of people.

Activities:

Distribute to each student a copy of **Worksheet 1 (Social Distance Scale)** for each student to complete. After students have completed the worksheet, discuss the issues in general terms, without requiring students to give personal answers. **Ask, "How could conflict arise out of these attitudes?"**

Resources:

McGinnis, Kathleen. *Educating for a Just Society*. St. Louis: The Institute for Peace and Justice.

Bias: Activity 4
Worksheet 1

Social Distance Scale

Students: Write the appropriate number indicating your level of acceptance of each particular group in the space provided. Write only one number before each group.

CATEGORIES OF ACCEPTANCE:

1. I would not let them in my country.
2. I would let them in my country but only as visitors.
3. I would let them become citizens of my country.
4. I would welcome them as classmates in my school.
5. I would let them in my club as personal friends.
6. I would welcome them as neighbors on my street.
7. I would be willing for my sister/brother to marry (or date) them.

LIST OF RACIAL ETHNIC, NATIONAL AND RELIGIOUS GROUPS:

_____ Arabs
_____ Blacks
_____ Canadians
_____ Catholics
_____ Chinese
_____ Chicanos
_____ Indians (US)
_____ Indians (India)
_____ Irish
_____ Italians
_____ Japanese
_____ Jews
_____ Mexicans
_____ Moslems
_____ Russians
_____ Puerto Ricans
______Whites

What patterns or trends do you notice about your own attitude?

Unit: Bias
Activity 5: Examining Our Society

Objectives/Goals: To encourage students' critical thinking skills by examining their society to see if there has been an effort made to portray and appeal to people of differing cultural groups and backgrounds.

Activities:

Have students get into groups for research into the efforts of business to portray different cultural groups. Have each group select one of the following topics to research. Each group is to prepare a presentation for the class on its findings.

*Printed Advertising in a Major Magazine
*Greeting Cards
*Bookstore
*Toy Catalogues/Toy Stores
*Food Products

Handout 1 (Topic Choices) provides students with detailed questions they should ask themselves when doing their research.

Resources:
McGinnis, Kathleen. *Educating for a Just Society.* St. Louis: The Institute for Peace and Justice.

Bias: Activity 5
Handout 1

Topic Choices

Students: Refer to the questions below your group's topic choice. Be prepared to present your group's findings to the class.

***Printed Advertising in a Major Magazine**
In what roles are people of color portrayed? Where are they pictured in the physical layout? Approximately what percentage of advertising images do they represent? Are there any ads that are especially good? Why?

***Greeting Cards**
Check for availability of greeting cards bearing African American, Hispanic, Native American or Asian images. What percentage of cards reflect the groups mentioned above? Check cards for stereotypic "humor" which exploits women and minorities.

***Bookstore**
Note the children's book section. What is the percentage of children's books dealing with African Americans? With Hispanics? Native Americans? Asians? Are there any books displaying heroes of each of these groups.

***Toy Catalogues/Toy Stores**
Examine the dolls in the catalogue/store. If African American dolls are available, do they have authentic African features, or are they merely copies of the doll with darker skin? Examine other toys and games? What cultural groups are reflected?

***Food Products**
Check all product labels, especially those of baby products, for images. What percentage of food product labels depict White images? African American? Hispanic? Native American? Asian? Do any of these images reflect stereotypes?

Unit: Bias

Activity 6: Discussing Stereotypes

Objectives/Goals: Students will learn the meanings and implications of stereotypes and suggest strategies for countering them.

Activities:

Ask students to offer stereotypes of teenagers, writing their examples on the board as they call them out. Make a long list.

Ask them the following:

1. Where do these stereotypes of teenagers come from?
2. Why do these stereotypes exist?
3. Are they fair to teenagers? Why or why not?
4. How can these stereotypes be harmful?

(Be sure that students discuss how stereotypes can be used to keep groups of people in subordinate positions. For example: "Teenagers are lazy." translates into "They can't be trusted to hold any responsible jobs.")

After students have a clear understanding of how they are stereotyped as teenagers, ask them what other groups are stereotyped. List their examples on the board. Be sure that they mention groups other than racial/ethnic ones, such as women, the elderly, and the disabled; also, occupational groups, such as teachers, policemen, etc. Have students copy that list onto their own paper, skipping lines between each group. Next to each group, have students write down some of the stereotypes for that group. **Handout 1, "Harmful Stereotypes"** lists stereotypes for a variety of groups to which the teacher can refer or hand out to students. Have students underline the stereotypes which they believe and circle the stereotypes they no longer believe. discuss their answers.

After students have discussed the above, hand out **Worksheet 1 (Stereotype Worksheet).** Have them answer Question 1 individually, then discuss their answers with one other person, and finally the group. Then have students answer the rest of the questions on the sheet and discuss.

Finally, **Handout 2** (Curriculum for Diversity) should be given to students to keep and remember. Discuss the message in handout.

Resources: McGinnis, Kathleen. *Educating for a Just Society*. St. Louis: The Institute for Peace and Justice.

Bias: Activity 6
Worksheet 1

Stereotype Worksheet

Students: Answer each of the following questions as completely as possible, based upon the lists you have just made in class.

1. Select one of the groups from your list and look at the items you marked as a stereotype you believed in the past. Then answer the following questions:

    a. What caused my original attitude and belief in that stereotype? (Ex: Television)

    b. What caused me to change my attitude about this stereotype? (Ex: Meeting a person from that group)

*****Discuss your answers before completing this sheet.*****

2. Are there common sources for stereotyped attitudes?

3. Are there common ways these attitudes have changed?

4. What are three strategies you could use to change your own attitudes or those of others?
    a.

    b.

    c.

5. Look at some of the attitudes that you now believe for one of the groups on your list. Answer these questions.
    a. What factors make me thinks this attitude may be true?

    b. Are there any factors to make me doubt this attitude

    c. What information do I need to know?

Bias: Activity 6
Handout 1

Harmful Stereotypes

Africans: primitive; very little diversity of language, culture, history, geography; no real religion; cannot learn English; observe very exotic customs; sing and dance a lot; not able to rule themselves

African Americans: all were slaves; dishonest and untrustworthy; like flashy, wild colored clothes; not as smart as Whites; lazy; destroy neighborhoods; on welfare; drive Cadillacs; oversexed; men have no sense of family responsibility; parents aren't interested in children; violent; use drugs; all look alike

Asian Americans: in the US live in quaint communities in big cities and cling to "outworn" alien customs; are timid and soft-spoken; the model minority; excessively obedient; passive; docile; smiling; calm; sinister; sly; evil; cunning; cruel; succeed by working hard and not rocking the boat; inscrutable; very intelligent; all look alike

Disabled: victims, especially of violence; helpless; sometimes seen as evil; have super abilities they have developed to compensate for a loss; able to overcome; unable to participate fully with everyday life; don't work, or work at low paying jobs; stupid; objects of pity

Elderly: senile; crabby; unwilling to learn; forgetful; slow; ill; boring; ugly; ridiculous; unpleasant; weak; annoying; live in the past; resists change; withdraw from life

Hispanics/Latinos: very religious, Catholic; poor; primitive; cruel; emotional; war-like; all speak Spanish; dishonest; proud; mysterious; foolish; lazy; hard drinkers; dirty; uneducated; untrustworthy; uncooperative; very traditional; can't govern themselves, corrupt

Native Americans: uneducated; primitive; exotic and mystical; look, act, and live exactly as they did 100 years' ago; no real religion; all share same lifestyle, customs across different nations; rely on government handouts; not interested in working; alcoholic; children of nature

Women: physically and mentally weak; passive; poor athletes; less mechanically inclined; more interested in the arts (dance, music); domestic; emotional; nagging; affectionate; gentle; poor at math and science; silly; stupid; indecisive; sex object

(In addition, students could examine the stereotypes of various ethnic groups. For example, Polish = stupid, easily fooled; Italian = oversexed, dirty, lazy, wine-drinkers; German = alcoholic, power-hungry; English = cold, unemotional)

Bias/Introduction: Activity 6
Handout 2

Curriculum for Diversity

(Elements Beyond Subjects in the School

1. CHARACTER has no color.
2. INTEGRITY has no age.
3. HONESTY has no gender.
4. COMPASSION has no height or weight.
5. CARING has no language.
6. RELATIONSHIPS have no diplomas, degrees, or certificates.
7. CONNECTING (with difference) has no handicap.

The human dimension is more important or significant than any subject, skill or test score.

CAUTION: Human beings are here!

By James Boyer
Kansas State University

Unit: Bias

Activity 7: *Eye of the Storm*

Objectives/Goals: Students will view the devastating effects of prejudice and discrimination in the video "Eye of the Storm" and discuss the root causes of such discrimination.

Activities:

Have students watch *Eye of the Storm*, a video of the "Blue Eyes/Brown Eyes" experiment conducted by Jane Elliott on her elementary school class. Students were divided by eye color and taught to believe that one eye color was better than the other. The film shows how easily students adopted the stereotypes and discriminatory attitudes given to them by their teacher.

After viewing the film, have students take out a piece of paper and write their immediate responses to the video. After students have written, have them share their comments with another student, then discuss their reactions as a class. Be sure to bring out the following points:

*How did they feel about the children's behavior? Was their behavior realistic?
*What caused the children's behavior?
*What role did the teacher play in causing the children's behavior?
*What stereotypes were prevalent in the video? How did these stereotypes affect the children's actions?
*How can you relate this video to real-life experiences?

Resource:

Video. *Eye of the Storm* (25 minutes) Guidance Associates.

Unit: Bias

Activity 8: Characteristics of Prejudice

Objective/Goal: To promote self-awareness of how prejudice shapes our thinking.

Activity: The following "test" can be used to lead into a discussion of prejudice.

Instruct the students to fold a sheet of notebook paper in half, lengthwise, creating a crease down the center. Tell them that you will give them a test just for the fun of it and that they are to respond to the following questions as honestly as they can by writing their answers on the left half of their paper.

(Answer yes, no, or uncertain to this first series of questions.)
1. Do you like cats?
2. Do you like raw oysters?
3. Do you like classical music?
4. Would you like to live in Europe?
5. Do you like to waltz?

Now ask them to use the right half of the paper to answer the following questions:

(Answer only yes or no for these questions.)
1. Have you ever owned a cat for more than a month?
2. Have you ever eaten raw oysters?
3. Have you ever attended a symphony or listened to a complete recording of one on your own?
4. Have you ever been to Europe?
5. Do you know how to waltz?

(This activity is adapted from Richard Reichert, *Self-Awareness Through Group Dynamics*, pp.69-77.)

Ask the students to look at their answers to find signs of prejudicial or stereotypical thinking. For instance, to say that you do or do not like classical music if you have never listened to a complete symphony reveals a prejudice. Continue the discussion by asking them to share why they felt as they did, even though they may not have experienced the activity themselves.

Resources:

Schniederwind, Nancy & Ellen Davidson. *Open Minds to Equality.*
Englewood Cliffs, N.J.: Prentice Hall, 1983.

Unit: Bias

Activity 9: Reflection on Racial Prejudice

Objective/Goal: To help students explore the possible roots of racial prejudice.

Activity: Choose the opinion below that comes closest to your position on racial prejudice. Write an explanation of your position.

a. Racial prejudice is as natural as breathing and eating. We are born into a particular race, and by nature we are more comfortable with our own kind and mistrustful of those who are different.

b. Racial prejudice is unnatural. We are born without preconceived attitudes toward others. Unfortunately we often pick up prejudicial attitudes from society or other people. Hate is learned.

Allow students to discuss their viewpoints.

*The song, "Carefully Taught" from *South Pacific* expresses these ideas. You may wish to play it for the class after giving a brief explanation of why the character is singing it.

Resources:

Schniederwind, Nancy & Ellen Davidson. *Open Minds to Equality.*
Englewood Cliffs, N.J.: Prentice Hall, 1983.

Unit: Bias

Activity 10: Being a Member of a Different Race

Objective/Goal: To increase our awareness of some of the obstacles that prevent a full appreciation of some groups of people as well as some of the barriers that keep groups of people apart from each other.

Activity: Lead the students in a guided meditation about being a member of another race. Direct them to sit erect, close their eyes, and let their imagination lead them through the questions that you are about to present to them.

Imagine that you are of a different race. You are your same age and possess your same personality, but you simply are of a different race.

1. What is your life like?
2. How is your life different from your life before?
3. Why is this so?
4. How is your life the same as it was before?
5. If you met someone like yourself who was of your original race, how would you view that person?
6. Why would you view the person in that way?

After the meditation, allow the students a few moments to think about their meditation and jot down some of their thoughts. Ask them to share their thoughts with one other person. Finally, request that they share any interesting realizations with the rest of the class.

A variation on this activity may be to have them repeat the exercise, but visualize living in a country different from the U.S..

Resources:

Schniederwind, Nancy & Ellen Davidson. *Open Minds to Equality*. Englewood Cliffs, N.J.: Prentice Hall, 1983.

Unit: Bias

Activity 11: The Defining of Racism and Prejudice

Objective/Goal: To have students understand the difference between racism and prejudice, and the concept of institutional racism.

Activity: Put the following definitions on the board:

Racism:

*"any attitude, action, or institutional structure which subordinates a person or group because of their color"

*"the limiting of opportunities, privileges, and responsibilities of a people solely because of their race"

*"the generalized and final assigning of values to real or imaginary differences, to the accusers' benefit and at their victims' expense, in order to justify the former's own privileges or aggression."

Prejudice:

*"a feeling, either favorable or unfavorable, toward another person, thing, or group, without sufficient warrant."

Institutional Racism:

*"a set of practices through which social goods and services are distributed inequitably"

*"excluding members of certain groups from access to benefits, privileges, jobs, even though potential skill levels are equal to other groups"

*"exploiting members of certain groups through lower wages, higher prices, higher rents, less desirable credit terms, poorer working or living conditions"

RACISM= PREJUDICE + POWER

Racism means that a self-designed superior group imposes unjust restrictions on another group and has the power to back up those restrictions. Power is the key element of racism. Anyone can be prejudiced, but only the group with power can be racist.
After students have a clear understanding of the terms, hand out **Worksheet #1 Racism or Prejudice?**. Discuss their answers.

Ask them to do some research to determine if institutional racism exists in some areas of the toy market. They should go to toy stores and note how many dolls, puzzles, storybooks, and items with children's pictures on them reflect the many races and groups in our society.

Resources:

McGinnis, Kathleen. *Educating for a Just Society*. St. Louis, Mo.: The Institute for Peace and Justice.

Unit: Bias **Activity 11**
Worksheet #1

RACISM OR PREJUDICE?

1. A Puerto Rican student passes an African American student in the corridor of a school and says,"I wish you and your kind weren't going to school here."

2. A School Board issues a statement saying that African Americans will no longer be allowed to attend certain high schools because other students aren't comfortable with them in the school.

3. A Sioux child dies because there is not adequate emergency health care service on her reservation.

4. An African American man says he thinks that Jewish people are very arrogant.

5. A Navajo woman says she does not want to have to sit next to White people in church.

6. An African American child says she does not want to be a friend of another child because that child is Vietnamese.

7. A Chicano family cannot find rental housing in a certain neighborhood; a White family of similar means can find housing.

8. A personnel manager says he does not place Chinese people in administrative positions because their temperament is not suited to management work.

Unit: Bias

Activity 12: Taking Responsibility

Objective/Goal: To help students understand there are ways they can utilize to stop injustices against groups of people.

Activity: When people speak to you about injustices perpetrated against them, it often makes you uncomfortable, even as you know you need to hear such things. Remember, even though you may not be personally responsible for any of the injustices, you quite possibly benefit from them. (Can you think of any examples?)

Once you become aware of such injustices and what you can do to challenge them, then you have a responsibility to act. If you fail to act, then you become guilty.

Here are some things you and your family can do about racism.

1. Inform yourself about racism.
2. Talk about current events.
3. Celebrate racial justice heroes.
4. Utilize holidays and cultural events.
5. Never use or allow racially derogatory terms.
6. Check tv programming, watching for negative stereotypes.
7. Look at your voting patterns.
8. Write letters to the editor.
9. Involve yourself in community projects.
10. Stand with the victims.

Resources:
McGinnis, James. *Helping Families Care* St. Louis, Mo.: The Institute for Peace and Justice.

Unit: Beyond Bias to Understanding **Role Models**

Activity 1: Long-term Project on Role Models

Objectives/Goals: To increase each individual student's awareness of one role model, and to increase the class's knowledge of a variety of role models through student presentations.

Activity:

Each student will be given a copy of **Handout 1 (Role Models)** and will select one of the role models from the list. Each student will then research into the life of the selected role model.

Give students 2-3 weeks to do their research. Students are then to give a talk (approximately 10 minutes long) to the class, describing the lives, obstacles and accomplishments of their role models. Encourage students to bring in pictures and visual aids to make their role model more clear.

Allow for one or two presentations a day, interspersed with other classroom activities so that students will be able to absorb the information about each role model. Have students create a journal, listing each of the role models presented, along with information about each person's qualities.

Resources:

Fifty Who Made the Difference. New York:Villard Books, a division of Random House, Inc., 1984.

McGinnis, Kathleen. *Celebrating Racial Diversity*. St. Louis, Mo.: Institute for Peace and Justice, 1994.

Peace Heroes in Twentieth-Century America. Edited by Charles De Benedetti. Bloomington, Indiana: Indiana University Press, 1986.

Unit: Beyond Bias to Understanding: Activity 1

Handout 1

Role Models

Students: Select one of the following role models from the list below (or another approved by instructor) and research the life of that person. Read the book and/or articles and prepare a presentation for the class, following your teacher's instructions. Be sure to include visual aids. The symbol (A) denotes that an autobiography is available.

Suggested organization for presentation: Discuss your role model's life, the obstacles faced by that person, and the accomplishments of that person.

Rosa Parks
Cesar Chavez
Martin Luther King, Jr.
Rigoberta Menchu (A)
Chico Mendes
Fannie Lou Hamer
Frederick Douglass (A)
Booker T. Washington (A)
Malcom X (A)
Sister Thea Bowman
Melba Patillo Beals (A)
Maya Angelou (A)
Madame C.J. Walker
Thurgood Marshall
Edwina Gately
Jane Addams
Eugene V. Debs
Norman Thomas
Albert Einstein
A.J. Muste
Norman Cousins
The Berrigans
Thomas Merton
Jonas Salk
Rachel Carson
Ralph Nader
Benjamin Spock
Eleanor Roosevelt
Mother Teresa
Albert Schweitzer
Albert Shanker
Oscar Romero
Dorothy Day
Alfred Nobel
Dr. Tom Dooley
President Jimmy Carter

Oskar Schindler
Ghandi
Karen Silkwood
Katherine Dunham
Nelson Mandela
Anwar Sadat
Desmond Tutu
Mikhail Gorbachev
Boutros Boutros-Gali
King Hussein (Jordon)
Yasir Arafat
Stephen Hawking
Annie Dillard
Helen Caldecott
Amelia Earhart
Harriet Tubman
Sojourner Truth
Sandra Day O'Connor
Ryan White
Corazon Aquino
Al Gore
Aung San Suu Kyi (Burma)
Harry Wu (Human Rights Activist)
Pocahantas
Anne Frank
Stevie Wonder
Thomas Edison
Woodrow Wilson
Elijah Lovejoy
Mother Jones
Franklin Roosevelt
Alice Walker

Unit: Beyond Bias to Understanding **Role Models**

Activity 2: Examining Heroes

Objective: To encourage students to think critically about people they admire and why.

Activity:

First, have students take five minutes to write a statement expressing their view of heroism and the name of someone they admire. Have students share their viewpoints.

When they have finished, distribute **Worksheet 1--Who Are Our Heroes?** Have individuals from the class read aloud the views expressed by prominent Americans on heroism. Allow time for comments students may wish to make in response to the quotes.

Third, break students into groups of not more than six. Assign each group to compile a list of persons who they believe show heroic qualities, based upon both class definitions and the views on the worksheet. For each hero the group lists, reasons must be given for that person's selection. Encourage students to think of unrecognized heroes within their community.

When the groups have compiled their lists, allow time for them to share their lists with the entire class.

Research: Distribute **Worksheet 2--Who Is Your Hero?** for an appropriate research report.

Optional Follow-up Activity: Assign students to draw a commemorative stamp that depicts the life of their hero. Consider the one word or a short phrase that best describes the importance of the hero or the hero's contribution to society.

Resources:

Pierce, Ponchitta. "Who Are Our Heroes?" in *Parade Magazine*, August 6,1995: 4-5.

Unit: Beyond Bias to Understanding **Role Models**
Activity 2 **Worksheet 1**

WHO ARE OUR HEROES?

[Excerpts taken from "Who Are Our Heroes?" By Ponchitta Pierce, *Parade Magazine*, August 6,1995: 4-5.]

"What is a hero? Today the term is applied to everyone from founding fathers to movie stars to classical composers.....[Some] prominent Americans...give their views."

"A true hero is someone who truly made a difference in your life."
--Olympic Gold Medalist Jackie Joyner-Kersee

True heroes are strong in moments of choice, according to actress Joan Chen. "So often we make compromises in life...Often these choices go against our principles. Heroes rise above."

In discussing Burmese opposition leader Daw Aung San Suu Kyi, 1991 Nobel Prize winner who was under house arrest for nearly six years, Chen commented, "she took action and sacrificed a lot--physically, materially, and emotionally--for the cause she steadfastly believed in."

"A hero/shero encourages people to see the good inside themselves and to expand it."
--Author Maya Angelou

Angelou believes that we can develop the heroic in ourselves by seeking to do right by others. She asks, "Are you concerned about the poor, the lonely, and the ill? Do you follow your concern with action? I try to act as I would want my hero/shero to act. I want to display courtesy, courage, patience and strength all the time. Now I blow it 84 times a day. But I'm trying."

"Read history, read books, not just newspapers and magazines. The temptation to make your contemporaries into heroes is the temptation to see them as divine. That is what happened with Hitler."
--Historian and Pulitzer Prize-winning Author Daniel Boorstin

"The hero is known for achievements, the celebrity for well-knownness. The hero reveals the possibilities of human nature. The celebrity reveals the possibilities of the press and media. Celebrities are people who make news, but heroes are people who make history. Time makes heroes but dissolves celebrities."
--Daniel Boorstin

About his heroes--including Thomas Jefferson, Abraham Lincoln and William James--Boorstin says, "They symbolize the receptive, open mind. They considered that mankind is capable of things that have not been revealed in the past."
--Daniel Boorstin

Unit: Beyond Bias to Understanding **Role Models**
Activity 2 **Worksheet 2**

WHO IS YOUR HERO?

Directions: This hero of yours is a very rare person. One of a kind! How did this person make it to hero status? Where did your hero start? What made this person special? You are going to have to do some research. Use this worksheet as a guide. Below are some questions to help you.

1. **YEAR OF BIRTH**
When was the person born? How does this fact contribute to your hero's achievements?

2. **HEREDITY/SIZE**
What qualities did this person have at birth? Looks, Intelligence, etc.? Describe this person's physical appearance?

3. **ORDER OF BIRTH**
Oldest? Youngest? Only child? In the middle?

4. **RACE**
What is your hero's ethnic heritage. Asian? Black? American Indian? White? Hispanic?

5. **CULTURE**
What is your hero's cultural background? Norwegian? Korean? American? Japanese? Sometimes it is a blend of different backgrounds. Which stands out?

6. **FAMILY**
Describe your hero's family? How did family contribute to success?

7. **COUNTRY/CITY**
Of what country is your hero a citizen? United States? China? Tanzania? Australia? From what city, town? What effect did this background have?

8. **NEIGHBORHOOD/SCHOOL**
In which neighborhood did your hero grow up? Where does your hero live now? What school did your hero attend? How was school an influence?

9. **HOME LIFE**

Describe your hero's home life? What was it like? Crowded? Rowdy? Loving? Abusive? Quiet? Calm?

10. **RELIGION**

Describe your hero's religious background, if any. Buddhist? Christian? Jewish? Moslem? Hindu? Any other religious background?

11. **ACTIVITIES**

How does your hero spend free time? Sports? Piano? Reading? Friends? Clubs?

12. **FRIENDS**

Describe your hero's friends. What do they expect of each other?

13. **SELF-ESTEEM**

What do you think this person's self image is? As a teenager? As an adult?

Unit: Beyond Bias to Understanding **Gender Issues**

Activity 1: Gender Stereotypes and Gender-Role Stereotyping

Objective: To explore the meaning of gender-role stereotyping, as related to the lives of young people.

SUGGESTIONS FOR INTRODUCING THE UNIT:

1. View *The Fable of He and She.* 11 min. NY,NY: Learning Corporation of America. (V6 in GC Media Collection) This video uses animation--story of Hardibars and Mushimells who are forced to learn new roles after disaster strikes-- to illustrate the stereotyping of gender roles. It illustrates that roles are arbitrary and can be relearned.

2. Yin Yang Symbol. Display or make a drawing of the yin yang symbol, the Chinese symbol of complementarity. The yin represents the female, passive qualities, the earth, and nurturing. The yang stands for the male, the heavens, active, creative force. The Chinese philosophy of yin yang is that the whole in creation and in different people is made up of both yin and yang in different proportions at different times.

Activity: Ask students to list characteristics they associate with the feminine (the yin), the masculine (the yang). When they have finished, as a discussion starter, have them compare lists. Then consider the following:

Is it possible for one person to possess some of both characteristics?

Are there qualities on the list of the opposite gender that you would like to develop to become a more complete person.?

Are there traits on the list connected with your gender that you don't think fit you?

Has job distribution (e.g. jobs in your home) been based on gender steretypes? Are individuals (in the home; on a larger scale, in society) content with the job distribution or do some want to see a change?

In defining sex-role stereotypes, explain them as "misconceptions or oversimplifications about traits or behaviors or functions based solely on a person's sex."

Examples of sex-role stereotypes, some that are common:

Men are better athletes than women.
Women have less mechanical ability than men.
Women are more capable of caring for the children.
Men make better coaches than women.
Girls should be encouraged to go into teaching and nursing;
boys should be encouraged to excel in math and science.
Boys are better debaters than girls.

Classroom Activities:

3. Ask students to answer the following questions in small groups: For the jobs listed, which ones are best suited to men? To women? Are these jobs done equally well by men or women?

Doctor
Teacher
Pilot
Secretary
Housekeeper
Bartender
Flight Attendant
Nursery School Teacher
Carpenter
Politician
Priest/Minister/Rabbi

Have students complete **Worksheet #1- Gender--WHO SHOULD DO WHAT**

Unit: Gender Issues
Worksheet 1

WHO SHOULD DO WHAT?

Directions: In a two-parent family, who should...

- stay home when the children are sick?
- deal with the school and teachers?
- shop for the food?
- prepare the meals?
- do the cleaning?
- do the laundry?
- shop for the children's clothes?
- soothe and snuggle the children?
- dress the children?
- change the diapers?
- get up in the night for a feeding?
- take the children to school?
- take the children to the doctor? dentist?
- give out the weekly allowance?
- discipline?
- decide how money's to be spent?
- support the family?
- make the decisions about when the children can have the car?
- make the decision about what time "to be in from the Prom"?
- coach the children's teams?
- fix broken toys, bikes, etc.?
- drive the children to rehearsals, practices, games, etc.?
- attend games when the children are on the teams?
- do outdoor activities with the children -- sports, sledding, biking, etc.?
- be the volunteer for school-related activities, e.g., Scouts, PTA, room-parent, etc.?

(Taken from McGinnis, Kathleen. *Educating for a Just Society*. as Adapted from NON-SEXIST CHILD-RAISING, by Carrie Carmichael, Beacon Press, 1977.)

Unit: **Beyond Bias to Understanding** **Gender Issues**

Activity 2: TELEVISION AND GENDER ROLES

Objective: To offer strategies for attitudinal change.

ACTIVITY: Have students work in groups or as individuals to analyze television shows viewed in their homes and report their findings. For each program they view, they should complete the following chart and answer applicable questions.

Name of Program **Network** **Time**

Major Female Character(s) **Major Male Character(s)**

Minor Female Character(s) **Minor Male Character(s)**

1. List the occupational roles of the men and women depicted in the show.

2. Are women seen as primarily dependent on men or as self-directing personalities? Give specific examples.

3. Does the program depict women being rescued by men? Men being rescued by women?

4. Has the program too greatly emphasized the physical attractiveness of male and/or female characters?

   Note: the clothing, situations portrayed, and the dialogue

5. What personal qualities are reflected through characterizations of men and women on TV? Are these qualities shown primarily in one sex? (For example, leadership: male or female? Compassion? Clear-headedness in crises situations?) Mention specific characters who are examples of characteristics.

6. Are men depicted in roles where violence is used to solve a conflict? If so, briefly explain.

7. Are women the object of violence?

8. Does the show attempt to deal with any of these problems?
    Changing sex roles
    Violence toward women
    Injustice toward women or men

9. Are the men evaluated according to any of the following:
    Money they have
    Prestige of their occupation
    Physical "toughness"
    How "smoothly" they can handle women
    Give some specific examples.

Summary of findings (Comment on each program viewed):

Unit: Beyond Bias to Understanding **Ageism**

Activity 1: Introduction to the Unit

Objective/Goal: To understand that ageism is an attitude, action, or institutional structure based on stereotypes or myths about people because of their age.

Activity: Put the following examples of ageism on the board.
Individual: "She's too old to wear jeans," or "My grandfather is too old to understand me."
Cultural: "You can't teach an old dog new tricks," or "There's no fool like an old fool."
Institutional: Compulsory retirement. Also, the expectation that older people will be volunteers rather than paid employees.

Ask the students to give other examples and categorize their statements, if possible. Expect most of these phrases to be derogatory.

Next, begin a discussion on the meaning of "old age" by asking the students to agree on a chronological definition. Write this number on the board. Then ask what a six-year-old can do that an infant cannot do, what a fifteen-year-old can do that a six-year-old can do, etc.-- do the same for a thirty-year-old, fifty-year-old, seventy-year-old. What kind of things, if any, can people no longer do as they become older? Is this true for all older people? How much depends on health and how much on age? Isn't this true at most age levels? Should people stop doing anything they like to do and can do well? (Bring up forced retirement.) Ask students to think of the kinds of work needed by society that many older people can do. List activities in education, health services, government, etc. Can people function better in general when they feel useful?

Further questions to discuss: Ask if they have ever made fun of older people or laughed at comedians who have done so. Is beauty to be equated with youth? What is true beauty? How do students think this society should change in the way it treats people who are old?

Resources:

McGinnis, Kathleen. *Educating for a Just Society.*
St. Louis, Mo.: The Institute for Peace and Justice.

Unit: Beyond Bias to Understanding **Ageism**

Activity 2: Ageism in the Media

Objective/Goal: To strengthen critical thinking skills with regard to cultural messages about old age.

Activity: Hand out **Student Worksheet #1: MEDIA WATCH CRITERIA**. Ask students to monitor TV shows for a week and report their findings to the class. Ask them to be specific about programs and characters. Try to get some idea about who will be watching what, so you know a wide range of shows will be viewed, including commercials. Students should use the questions on the worksheet as a guide, but should not limit themselves to only those observations.

Many of the criteria in the Media Watch can be applied directly to literature for children and youth. Using well-known fairy tales, or short stories covered in class, the following questions could be asked:

Omission

Are older characters present in the stories at all?

Characterization

1. Are the characters of older people developed in the story?
2. Would readers think of the older characters as interesting people?
3. Are the older characters shown as active, inventive, and quick-thinking, or are they cast mainly in passive supportive roles?

Stereotypes

1. Are older women presented as "crones" or witches or sources of evil?
2. Are older people always presented as having physical disabilities?
3. Is senility portrayed as synonymous with old age?

Resources:

McGinnis, Kathleen. *Educating for a Just Society*. St. Louis, Mo.: The Institute for Peace and Justice.

Ageism: Activity 2
Worksheet #1

MEDIA WATCH CRITERIA

STEREOTYPES: Any over-simplification or generalization of the characteristics and images of old age that demean or ridicule older people.

a. In comparison to others, are older people depicted as less capable?

b. Do they have less to contribute?

c. Are their ideas usually old-fashioned?

d. Is the "rocking chair" image predominant?

DISTORTIONS: The use of myth or outright falsehoods to depict old age as either an idyllic or moribund stage of life.

a. Are older people depicted as intruders or meddlers in the relationships of others?

b. Are older people ridiculed when they show sexual feelings?

c. When there is an age difference in romantic relationships, are older women accorded the same respect as older men?

d. Are older people patronized and treated as children?

OMISSIONS: The exclusion or avoidance of older people, of their life concerns and of the positive aspects of aging.

a. Are the oppressive conditions under which older people must live in society analyzed? Are alternatives to the existing conditions presented?

b. In any discussion of social and economic issues, are the perspectives of older people included?

c. How about the acting? Are there valid reasons for young actors to play the roles of older people?

LIST OTHER OBSERVATIONS YOU MAKE AS TO THE PORTRAYAL OF OLDER PEOPLE IN THIS SHOW.

Unit: Beyond Bias to Understanding **Ageism**

Activity 3: Living on Social Security

Objective/Goal: To understand the economic and social realities of aging in our society.

Activity: Social security is not the only source of income for the elderly, but it is the largest. Over 75% of the elderly rely on social security for over half of their income, and 25% receive 90% of their income from this source.

For this activity, assume you are one of those 25%. The average monthly social security check for a retired worker is $602. Using **Student Worksheet #2**, allocate your monthly social security check to cover your living expenses.

Discuss what it must be like to live on a limited income. How close are you to the poverty level?

Resources:

Mcginnis, Kathleen. *Educating for a Just Society.* St. Louis, Mo.: The Institute for Peace and Justice.

Ageism: Activity 3
Worksheet #2

MAKING A BUDGET ON A LIMITED INCOME

Food:

Ask your parents how much money your family spends on groceries in a month. Divide this amount by the number of people in your family.

Put the amount here: __________

Rent:

Read the paper to find out how much it costs to rent a small, inexpensive apartment.

Put the amount here: __________

Fuel:

Call a gas company to ask how much it might have cost last winter to heat a one-bedroom apartment.

Put the amount here: __________

Spending Money:

How much money do you spend on this-n-that in a week? Multiply by four (four weeks in a month).

Put the amount here: __________

Transportation:

Calculate the cost of five gallons of gas per week. Multiply by four (four weeks per month).

Put the amount here: __________

Medical Expense:

Add about $150 per month (doctors visits, dental visits, medicine, insurance). Add 5% to the above expenses for miscellaneous.

Put the amount here: __________

TOTAL EXPENSES: ______________

Unit: Beyond Bias to Understanding **Ageism**

Activity 4: The Facts on Aging

Objective/Goal: To recognize what are facts and what are misconceptions regarding aging.

Activity: Begin with a discussion of common myths about older people, i.e. senility, or inflexibility. Define these terms and point out how people of all ages, at one time or another, may display these same characteristics.

Read the quote below from Margaret Kuhn, founder of the Gray Panthers. Then discuss the questions that follow.

"Our decade is witnessing the rise of a very different generation of elders. We live longer. We're more vigorous physically. We're better educated and more articulate. And we are becoming aware how our society puts us down. I would hope the revolution of the elders...would be a unifying force in a society that is fear-ridden and divided. Age is the great universalizer...the Gray Panthers and other like-minded groups are muscling in on society. We'll do it with militancy, demonstrations, anything to get a place at the table."

(Margaret Kuhn quoted in EVERYBODY'S STUDYING US, commentaries by Irene Paull and cartoons by Bulbul, 1976, p. 64)

1. Do you agree with Ms. Kuhn that society puts older people down? In what ways?

2. In what way is "age...the great universalizer?"

3. Just from this quote, what kinds of issues do you think the Gray Panthers might be involved in?

Have the students take the "Facts on Aging Quiz" on **Student Worksheet #3**. Discuss their answers--why they think the way they do. (Correct answers as follows: True--#2,4,6,8,12,15, and False--#1,3,5,7,9,10,11,13,14). The correct % for #14 is 12.4%-a 1988 figure; according to the AARP.

Resources:

McGinnis, Kathleen. *Educating for a Just Society*. St. Louis, Mo.: The Institute for Peace and Justice.

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Ageism: Activity 4
Worksheet #3

FACTS ON AGING QUIZ

T F 1. The majority of old people (past age 65) are senile (i.e., defective memory, disoriented, or demented).

T F 2. All five senses tend to decline in old age.

T F 3. Most old people have no interest in, or capacity for, sexual relations.

T F 4. Lung capacity tends to decline in old age.

T F 5. The majority of old people feel miserable most of the time.

T F 6. Aged drivers have fewer accidents per person than drivers under age 65.

T F 7. Most older workers cannot work as effectively as younger workers.

T F 8. About 80% of the aged are healthy enough to carry out their normal activities.

T F 9. Most old people are set in their ways and unable to change.

T F 10. It is almost impossible for most old people to learn new things.

T F 11. In general, most old people are pretty much alike.

T F 12. The majority of old people are seldom bored.

T F 13. The majority of old people are socially isolated and lonely.

T F 14. Over 25% of the US population are now age 65 or over.

T F 15. The majority of old people are working or would like to have some kind of work to do (including housework and volunteer work).

Unit: Beyond Bias to Understanding **Ageism**

Activity 5: Older People as Resources

Objective/Goal: To connect students with older people in their community in order to build positive attitudes and relationships.

Activity: Invite older people to the class to teach a skill, tell a story, or explain an element of history in their community or an historical event that they lived through.

Visit an older person in their home. Record your conversation on video or audio tape. Take notes as you do the interview. Ask them questions about their life as a "teenager." How did their parents feel about the teenagers of that day? Ask them to tell how they lived fifty years ago. Discuss how everyday household chores and living was different.

If they immigrated to the U.S., ask how life was different in their home country. What made them want to come to America? What were their expectations about this country?

Ask them to give their own personal account about an important historical event they witnessed. Does their version coincide with what you know from history books?

Begin a "pen pal" correspondence with an older person. Again, try to draw out, not only what they are doing in their present days, but also events from the past.

Resources:

McGinnis, Kathleen. *Educating for a Just Society*. St. Louis, Mo.: The Institute for Peace and Justice.

Unit: Beyond Bias to Understanding **Disabilities**

Activity 1: Introducing the Terminology

Objective/Goal: To explore the meaning and implications of terminology related to people with disabilities.

Activity: Use the phrase--"Label jars...not people" to spark a discussion about the terms we use for people with disabilities. List these on the board. Are some terms more acceptable than others? Do any of them reinforce stereotypes or negative ideas about people with disabilities?

List on the board the following terms which are considered by many people active in the disability rights movement to be offensive. Do words on the "offensive" list connote something else besides a description of the disability? How are the preferred words different? Draw out the point that many of the offensive words label the whole individual as if there is nothing more to be learned about them. Most of the terms on the preferred list address the person first, and then the disability, i.e. a person with a disability. This terminology points out that the disability is just one facet of this person's being. There is much more to them than just their disability.

Offensive	Preferred
Handicap, handicapped person (comes from the practice of beggars who held "cap in hand" to solicit charity, reflecting how society perceived those with handicaps as being dependent on others)	Disability, person with a disability
Deaf and dumb, deaf-mute, the deaf	Deaf, hearing disability, hearing impairment
Mongoloid	Down Syndrome
Cripple, crippled	Orthopedic disability, mobility impaired
The blind	Blind person, sight disability, visually impaired

Offensive and Preferred terms continued...

Retard, retardate, idiot, imbecile, feeble-minded	Mental disability, mental impairment, mentally disabled
Crazy, maniac, insane, mentally ill	Emotional disability, emotional impairment developmentally disabled
Birth defect	Congenital disability

Resources:

McGinnis, Kathleen. *Educating for a Just Society.* St. Louis, Mo.: The Institute for Peace and Justice.

Unit: Beyond Bias to Understanding **Disabilities**

Activity 2: Economic and Social Realities

Objective/Goal: To make students aware that when a person becomes disabled, expenses go up while income goes down, and how society makes things harder for people with disabilities.

Activity: Have students talk to a person with a disability or, if that is not possible, then a family member of that person's, or a special education teacher. Depending on the disability, find out what extra equipment or care providers are needed for this person to function in our society. What are the costs for these special items and services?

Next, discuss with them places or activities that you can easily attend or participate in that they cannot, not because of their disability, but because society has not provided a way of accommodating them. This may be something as normal as transportation to work, or as specific as lack of interpreters at town meetings.

Resources:

McGinnis, Kathleen. *Educating for a Just Society.* St. Louis, Mo.: The Institute for Peace and Justice.

Activity 3: Experimental Simulations

Objective/Goal: To sensitize students to the range of disabilities that exists and to the different realities experienced by people with varying disabilities.

Activity: Explain that students will have an opportunity to experience to some extent what it is like to be disabled, but that because they can stop, it is not really the same.

The simulations will focus on three different kinds of disabilities: 1) Motor Disability, 2) Sensor Disability, and 3) Learning and Emotional Disabilities.

Students should choose to simulate one of the three types of disabilities for a specified period of time, perhaps from the beginning of school until lunch, or during a certain class period. After the simulation is over, they should report to the class what things they found difficult or impossible, how they felt when they could not perform a certain task, what help they needed--or didn't need, and how other students reacted to them. Observers in the class should also report what they witnessed during the simulation in regard to the difficulties the students encountered, and how others reacted to the student with the disability. As many sensory, learning, and emotional disabilities are often at first "invisible," there are particular problems that people with these disabilities may encounter.

Motor Disability

Some students should use wheelchairs; others should use crutches with one leg fastened up with elastic; some should use only one arm, the other gently tied to the body; others may use a mitten to cover the hand, attaching the thumb so it can't be used; and still others should simulate people with difficulty walking, yet who do not use any aids.

Sensory Disability

Students should use a blindfold (a dark sock with a large pin works well); others may simulate visually impaired by being given photostats of their reading material reduced to a small size and using hand magnifiers; some may use earplugs; others may choose to simulate muteness with or without tape for their mouth.

Learning and Emotional Disabilities

The difficulties experienced by persons with learning or emotional disabilities are extremely varied in type and degree. Therefore, only one type of simulation will be suggested. To simulate a certain kind of learning disability, students should work in pairs using a mirror, a piece of cardboard, and a geometric pattern (star, pentagon, triangle). One student holds the mirror and the cardboard, with the pattern in between. The other student looks in the mirror only and tries to trace around the pattern (they, of course, are looking at a reversed image in the mirror, which complicates the process in much the same way as a person with perception or eye-hand coordination perceives things). Reverse the roles and then discuss the frustrations. If the activity is repeated, students may learn coping skills.

Students may better understand the problems people with learning or emotional disabilities face if a special education teacher or other qualified individual would speak to the class about these disabilities.

Variation on Activity 3

Ask students to simulate one of the above disabilities through a meal at home and report their findings.

Resources:

McGinnis, James. *Helping Families Care.* St. Louis, Mo.: The Institute for Peace and Justice.

McGinnis, Kathleen. *Educating for a Just Society.* St. Louis, Mo.: The Institute for Peace and Justice.

Vogt, Susan, ed. *Just Family Nights.* Elgin, Il.: Brethren Press, 1994.

Unit: Beyond Bias to Understanding   Disabilities

Activity 4: Disabilities in the Media

Objective/Goal: To strengthen critical thinking skills with regard to cultural messages about disabilities.

Activity: Ask the students to check current TV shows, cartoons, comic books, movies, commercials, newspaper and magazine advertisements, and children's literature. Have them bring in actual examples or observations written while viewing the shows.

Then discuss their findings using the following questions as a starting point: (adapted somewhat from the CIBC Bulletin, Vol.8, #6 & #7, p. 4-9) to aid in the evaluation of materials)

1. **Are people with disabilities portrayed as objects of pity?**
2. **Are people with disabilities seen as victims of violence?**
3. **Does an evil aura surround the character with the disability? i.e. Rumpelstiltskin.**
4. **Is the "Super Crip" syndrome present? Does the character with a disability display exceptional, almost super-human qualities which enable him or her to function well?**
5. **Are people with disabilities used as a source of humorous remarks or incidents? i.e. in cartoons such as Mr. Magoo (sight impairment), Porky the Pig (speech impairment).**
6. **Is the impression given that through sheer self-determination the person will be able to "overcome", ignoring the very real institutional barriers that society presents? (Ex. many TV medical shows).**
7. **Is the person with a disability viewed as non-sexual? Does the portrayal eliminate the possibility of genuine loving relationships for people with disabilities?**
8. **Are people with disabilities shown as incapable of participating fully in everyday life? Are they constantly left out of the action or not included?**
9. **In advertising, what is portrayed as "normal" in our society? Are the characteristics held up as desirable all physical characteristics? Can someone who is disabled fit into the image portrayed?**
10. **What positive portrayals did you find?**

Resources: McGinnis, Kathleen. *Educating for a Just Society.* St. Louis, Mo.: The Institute for Peace and Justice.

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Unit: Beyond Bias to Understanding Cultures **Native American**

Objectives: To expose students to the richness of the culture and spirituality of Native Americans. To develop an appreciation for their philosophy of living in harmony with nature, with land and all forms of life.

To develop an awareness that central to the beliefs of Native Americans is a certainty about connections between man and his ancestors, living and deceased, about his connections to the earth-- the moon, sun, and stars-- and to all plants and animals.

To foster an understanding of the ongoing struggle of Native peoples to retain control over their land and to preserve their resources and heritage.

Activity 1: Share the full text of *Chief Seattle's Message to Franklin Pierce (1854)*. The letter was delivered at a time when the government in Washington, D.C. wanted to buy the land of his defeated people. Chief Seattle's words, originally spoken in his native tongue, were transcribed by Dr. Henry A. Smith, who know the chief well. Reaching an ever widening audience through the years--and especially at this time of environmental crisis--Chief Seattle's words inspire a desire to cherish and protect nature and its wonders.

In connection with the speech, share with students the beautifully illustrated *Brother Eagle, Sister Sky*. Susan Jeffers, the illustrator, drew inspiration from Chief Seattle's speech for her paintings that depict the world vision of Native Americans.

Encourage students to illustrate lines from this same text or to use them as prompt for their own reflection or creative expression in poetry or prose.

Resources:

Campbell, Joseph and Bill Moyers. *The Power of Myth*. Doubleday: New York, 1988. (Note: Contains Text of Chief Seattle's letter, p. 34).

Brother Eagle, Sister Sky: A Message from Chief Seattle. Paintings by Susan Jeffers. Dial Books. 1991.

Chief Seattle's Message

To President Franklin Pierce--1854

The Great Chief in Washington sends word that he wishes to buy our land. But how can you buy or sell the sky, the warmth of the land? The idea is strange to us. If we do not own the freshness of the air and the sparkle of the water, how can you buy them?

Every part of the earth is sacred to my people. Every shining pine needle, every sandy shore, every mist in the dark woods, every meadow and humming insect is holy in the memory and experience of my people.

We are part of the earth and it is part of us. The perfumed flowers are our sisters, the deer, the horse, the great eagle, these are our brothers. The rocky crests, the juices of the meadows, the body heat of the pony, and man, all belong to the same family.

This shining water that moves in the stream and rivers is not just water but the blood of our ancestors. If we sell you our land, you must remember that it is sacred. The rivers are our brothers. They quench our thirst. The rivers carry our canoes and feed our children. If we sell your our land, you must remember, and teach your children, that the rivers are our brothers, and yours, and you must henceforth give the rivers the kindness you would give any brother.

We know that white people do not understand our ways. One portion of land is the same to them as the rest, for they are strangers who come in the night and take from the land whatever they need. The earth is their enemy, and when they have conquered it, they move on. They leave their ancestors' graves behind. They kidnap the land from their children. Their appetite will devour the earth and leave behind only a desert.

There is no quiet place in the white man's cities. No place to hear the unfurling of leaves spinning or the rustle of insect's wings. The clatter only seems to insult the ears.

If we sell you our land, you must remember that the air is precious to us, that the air shares its spirit with all the life it supports. The wind that gave our grandparents their last breath also receives their last sigh. And the wind must also give our grandchildren the spirit of life. And if we sell you our land, you must keep it apart and sacred, as a place where even white people can go to taste the wind that is sweetened by the meadow's flowers.

Teach your children what we have taught our children, that the earth is our mother. This we know. The earth does not belong to us; we belong to the earth. All things are connected like the blood which unites one family. Whatever befalls the earth, befalls the children of the earth. We did not weave the web of life; we are merely a strand in it. Whatever we do to the web, we do to ourselves.

One thing we know, which the white race may one day discover -- our God is the same God. You may think now that you own God as you wish to own our land, but you cannot. God is the God of all people, and God's compassion is equal for the red and the white. This earth is precious to God and to harm the earth is to heap contempt on its Creator

Your destiny is a mystery to us, for we do not understand when the buffalo are all slaughtered, the wild horses are tamed, the secret corners of the forest are heavy with the scent of many people and the view of the ripe hills is blotted by talking wires. Where is the thicket? Gone. Where is the eagle? Gone. And what is it to say goodbye to the swift pony and the hunt? The end of living and the beginning of survival.

So if we sell you our land, love it as we have loved it. Care for it as we have cared for it. Hold in your mind the memory of the land as it is when you take it. Preserve it for your children and love it... as God loves us all.

Activity 2: View *Our Sacred Land* (V 942), a documentary of Native Americans. This video features representatives of Indian nations who share their vision of Mother Earth and their determined efforts to retain the lands sacred to them in the Black Hills. Follow-up discussion might emphasis these points:

1. The significance of the land, especially the lands set apart historically for the Indians by treaty, such as the lands in South Dakota that were guaranteed to the Indians in the 1864 Fort Laramie Treaty.

2. The wealth of legend stemming from Native American sources. (e.g. Discuss the legend of creation presented in the documentary: Man and all the animals were so happy at the creation of the earth that they ran around the mountains hard in celebration; their blood spilled into the ground and stained it the red color it [i.e., lands around South Dakota] remains today.

3. The importance of the 1978 Indian Religious Freedom Act for Native American peoples.

4. The importance of treaty rights historically and today. Historically, treaty rights of Native Americans have been violated; students will likely be aware of instances beyond those mentioned in the documentary.

5. The importance of such places as Bear Butte & Red Lodge Canyon to the Lakota Sioux.

Optional: *The Silent Enemy. (1930. USA 110 min.)* A video reproduction of a silent film with a sound prologue by Chief Yellow Robe, an Ojibway Indian who states that our civilization is ending his people' way of life, and that soon his people "will be no more". The film depicts the Indians' struggle just to survive--with hunger, "the silent enemy," always threatening. The film gives a glimpse into the past, showing how the people (all Indians, no actors, actually lived in the forest and were dependent on each other for survival. Black and white, and silent with music score, the film has value for high school students who lack exposure to early film productions.

Indian Diversity. Cahokia Mounds Museum. Locally produced video conveys emphasis on variety of Indian cultures in the US. Focuses attention on Cahokia Indians with local Indian spokesperson, Louise Voelker, speaking about Native American culture. (V944)

Activity 3: Provide the class a list of common groupings of Native American nations (or tribes) representing Southern Canada and the United States. **Handout 2 on Native American Groups**. Explain that it is a misconception to think of Native Americans as one group, that in reality over 250 different nations inhabited North American prior to the arrival of Europeans. (A recent television production referred to them as "500 nations")

Divide the class into groups and have each select a different cultural grouping of Native Americans to research. Students should find appropriate locations for these nations on a map of North America and research the culture, history, life style, legends, artwork, religion, etc. for a written report. This can be an extended activity as time allows. (Suggested 1-2 weeks).

Activity 4: Suggest Native Americans that students should meet, among them: Chief Seattle, Chief Black Elk, Dennis Banks, Chief Joseph, Vine Deloria, Chief Sitting Bull, Leonard Peltier, Chief Crazy Horse, Chief Wilma Mankiller, Pocahantas, Kateri Tekawitha, Ladonna Harris, Maria Montoya Martinez, Annie Dodge Wauneka, Susette La Flesche, and Nancy Wood.

Activity 5: Distribute to the class a summary of some of the most important teachings universal to native American tribes **(SEE Handout: CODE OF ETHICS)**. Invite students to comment/reflect on their relevance for today.

Resources: Vogt, Susan. *Just Family Nights*. Elgin, Il: Brethren Press, 1994:137-140.

Handout 2: Representative Native American Cultures in Lower Forty-eight States and Canada

1. **Northeast Woodland Area** (hunters, fishers, some farmers) Nations: Delaware, Iroquois, Huron, Algonquin, Winnebagok, Ojibwa (Chippewa).

2. **Southeast Area** (hunters, fishers, some farmers) Nations: Natchez, Choctaw, Chickasaw, Creek, Cherokee, Seminole, Catawba.

3. **Plains and Plateau Area** (horsemen, buffalo hunters) Nations: Crow, Arapaho, Cheyenne, Comanche, Dakota [Sioux], Pawnee, Shoshoni, Nez Perce, Flathead, Blackfoot, Chinook.

4. **Southwest Area** ("cliff dwellers" & pueblo dwellers; farmers, potters, basketweavers, silversmiths) Nations : Taos, Zuni, Hopi, Navajo, Apache, Papago.

5. **Northwest Coast Area** (fishers, woodcarvers, weavers) Nations: Tlingit, Kwakiutl, Nootka.

6. **California Area** (fishers, hunters, gatherers) Representative nation: Pomo.

7. **Basin Area** (desert dwellers; foragers, wanderers, basketweavers) Nations: Ute, Paiute.

8. **Subartic Area** (fishers, nomadic hunters, fur traders) Nations: Cree, Montagnais-Naskapi, Beaver.

Notes: Native Americans also include the Eskimos and native people of Alaska, Canada, Central and South America; however, the above listing was limited to the Forty-eight states and Southern Canada.

Most Native American nations, even though unique, share common values and characteristics:

- **A profound knowledge and respect for the earth which they depended on for life and sustenance.**
- **Emphasis on the community, the extended family or clan.**
- **View of the land as a communual trust rather than something that could be owned by an individual; the idea of anyone's "owning the land" was inconceivable.**

Resources: Vogt, Susan. *Just Family Nights*. Elgin, Il: Brethren Press, 1994:137-140.

CODE OF ETHICS
(Summarized from the wisdom and practice of Native Americans)

1. Each morning and each evening, I will give thanks for the life within me and for all life. I will consider my thoughts and actions of the past day and seek the courage and strength to be a better person. I will seek for things that will benefit everyone.

2. SHOWING RESPECT IS A BASIC LAW OF LIFE.

Because I desire to treat all persons and things with respect I will...

Treat every person, from the youngest child to the oldest in my community with respect at all times, showing special respect for my elders, parents, teachers, and community leaders.

Avoid hurting other hearts as I would avoid a poison, taking care never to cause another to feel "put down".

Touch nothing that belongs to someone else without permission or an understanding between the other and myself.

Respect the privacy of others, taking care never to intrude on a person's quiet moments or personal space.

Never walk between persons who are conversing.

Speak in a soft voice, especially in the presence of strangers, my elders, and persons for whom special respect is due.

Never speak in a negative way about others, whether they are present or not.

Treat the earth as my mother, showing deep respect for her minerals, plants, and animals. I will do nothing to pollute the air or soil unnecessarily and will rise up to defend the earth from those who destroy her.

Show respect for the beliefs and religions of others.

Listen with my heart to hear what others say, even if I feel that what they say is worthless.

CODE OF ETHICS...

3. Respecting the wisdom of community, I will listen to the ideas of others, not insisting that my ideas prevail; I will support ideas of others if they are true and good and not speak against what has been decided in unity.

4. I will be truthful at all times.

5. I will treat guests with honor and consideration, giving of my best food, blankets, and service.

6. I will receive strangers and outsiders with a loving heart as members of the human family.

7. All races and tribes are beautiful like the many colored flowers of one meadow. All must be respected.

8. To serve others, to be of some use to family, community, nation or the world is one of the main purposes of human life and the source of true happiness. I will not so busy myself with my own affairs that I forget this most important task.

9. I will observe moderation and balance in all things.

10. I will seek to know those things that lead to my well-being, and those that lead to my destruction.

11. I will listen to and follow the guidance given to my heart, in quiet solitude and in the words and deeds of others.

Resources:

The Sacred Tree. A Four Worlds Development Project. (Alberta, Canada: Four Worlds Development Press, 1984.) Third edition published in USA Wilmot, WI 53192: Lotus Light, 1989.

Unit: Focus on Understanding Cultures **African Culture**

Objective: To develop an appreciation for the wisdom of diverse African cultures. To impart a sense of the uniqueness and universality of African proverbs.

Activity 1: Share with students a sampling of African proverbs from the many nations and ethnic groups represented in Africa. **(Handout: African Proverbs)** Ask the students to discuss in groups the following:

1. What values are stressed in each of the African proverbs?

2. Can you think of other proverbs or sayings from your own background that convey similar messages?

3. Can you think of proverbs or sayings from culture groups other than your own that convey similar messages?

Optional Activity: Creating Proverbs

Proverbs endure because they express general truths. If there are some common truths of modern life that have not, to your knowledge, been the subject of a proverb, try to express this truth in a proverb of your own creation. You may use modern language, including slang, but no obscenities.

Optional Activity: Illustrating an Original or Favorite Proverb

Select a proverb that you like or one of your own creation. Illustrate it, using your creative imagination. Try to make it poster size and use whatever media you have available--pastels, poster paints, crayon, or your computer graphics program.

Resources:

Bloom, Dwila. *Multiculural Art Activities Kit*. West Nyack, NY: Center for Applied Research in Education, 1994.

World Literature. Chicago: Holt Rinehart and Winston, 1993: 61-88.

Unit: Focus on Understanding Cultures **African Culture**

Handout: African Proverbs

Uganda--Baganda
Those who love each other need only a small space.

Words are easy, but real friendship is difficult.

Silence finishes the argument.

The man who has not carried loads himself does not know how heavy they are.

Tanzania/Kenya--Masai
There is no hill that never ends.

Best of all advisors is the one who says what you would say

The zebra does not despise its stripes.

The eye with hatred in it can bore through stone.

South Africa--Zulu
Magic takes time

Ghana--Ashanti
When a nation is about to come to ruin, the cause begins in the homes of its people.

When you do not know how to dance, then you say, "The drum is not sounding sweetly."

Liberia--Jabo
The man who listens is the one who understands.

Nigeria--Yoruba
However large the ear, it cannot hear seven speeches at once.

He whom one loves never does anything wrong.

A river does not flow so far that it forgets its source.

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Unit: Focus on Understanding Cultures **African Culture**

Objective: To develop an apprectiation for the diverse art of African nations and cultures.

Activity 2: View *Arts of Africa*, VHS. This video from the Art Institute of Chicago introduces students to the artwork of diverse ehnic groups from the African continent; includes background on the art and cultures of the Western Sudan, the Guinea Coast, Central Africa, North Africa, and East Africa.

Follow-up class discussion of the above video should elicit some common qualities in African Art:

1. Art is integral to African life. Africans do not separate the art they make from the way they live. Art blends together with their music, literature, and dance.

2. African art is often functional. Africans wear or use what they make.

3. Most African art uses natural materials, so that art is one with nature. Common materials are wood, raffia, skins, shells, bone, and ivory.

Encourage students to obtain books depicting other examples of African art.

Optional Activity:
Students may wish to bring to class or even develop their own simple versions of any of the following African Art.
Senufo Painting
Kente Cloth or Kuba Cloth
Coiled Basketry
Sculptures

For classroom art projects, Dwila Bloom's *Multiculural Art Activities Kit* is a useful resource.

Activity 1: Understanding the American Civil Rights Movement

Objectives: Students will gain an understanding of the history of the American Civil Rights Movement. Students will also learn to appreciate the roles of everyday people who acted heroically in the struggle for equality.

Activities: Begin the lesson by reading the following statement, taken from the Teacher's Guide *America's Civil Rights Movement* (p. 4):

> Imagine being unable to eat or to sleep in most restaurants or hotels; being unable to sit where you wanted in a movie theater; having to sit in the back when you boarded a bus, even an empty one; being forced to attend an inferior school; and even being forbidden to drink from certain water fountains. These were the facts of everyday life for all black people in the Southern part of the United Stated as recently as 1960. They were citizens of a country founded on the principal that all men were created equally, and declared unequal by law.
>
> In the middle 1950s, a movement of ordinary women and men arose to challenge this way of life. Using boycotts, marches and other forms of protest, they ultimately forced the South to end its peculiar system of legalized segregation. They succeeded because, in a democracy, when the people speak, the government must listen.
>
> The video you are about to see will describe the conditions that blacks were forced to live under in the South, and the risks they took to win equality. The pictures you'll see are actual historical photographs. The voices you'll hear are those of people who participated in the movement. As you watch, pay attention to the kinds of obstacles these people were up against and ask yourself: What values were so important that they were willing to die for them?

Show the video *A Time for Justice: America's Civil Rights Movement* (38 minutes, Available through Humanities Curriculum Grant). After students have viewed the film, distribute **Worksheet 1--A Time for Justice**. Have students discuss their answers in small groups and with the class.

Optional Activity 1: Have each student select one of the segments of the film that affected him/her the most. (Example: Jimmie Lee Jackson's murder and funeral) Have them imagine that they lived during that time period and knew the people involved. What thoughts would they have? Have each student write a diary entry explaining his/her thoughts and feelings about the segment.

Optional Activity 2: Have each student develop a plan, based upon the following question: If you could plan a freedom ride today, where would you travel and what injustice would you protest? Have students do some research into the injustice and present to the class how they would stage a freedom ride and what changes they would hope to gain. (An example of this type of freedom ride occurred in July 1995, when young Europeans, aged 18-28, rode on a "Peace Train" across Europe into Bosnia to encourage a settlement to the war. The train trip crossed the continent and ended in Belgium, where the participants attended workshops on peace issues.)

Resources:

Guggenheim, Charles. Video. *A Time For Justice: America's Civil Rights Movement*. 38 minutes. Montgomery, Alabama: Teaching Tolerance, 1992. (Available through Humanities Curriculum Grant.)

Punske, Lori and Susan Hulme/Wright. *America's Civil Rights Movement.* Montgomery, Alabama: Teaching Tolerance, 1992.

Unit: African-American
Worksheet 1

A Time for Justice

Directions: Answer each question as completely as possible.

1. What were the goals of the Civil Rights movement?

2. What were the strategies of the movement participants?

3. Why did the movement succeed?

4. Given the chance to participate in any of the events of the movement, which events would you choose to participate in? Why?

a.

b.

c.

d.

5. Describe the segment or image of the film that interested you most. Why did you find that segment or image so effective?

6. What effects of the movement do you see in your own time?

Unit: Beyond Bias to Understanding **African American**

Activity 2: Discrimination Against African Americans (Historical)

Objectives/Goals: To make students aware of discrimination against African Americans in recent history and to make ties to the types of discrimination they see today.

Activities:

In the autobiography *Warriors Don't Cry*, read the passage on pages 15-20 to students. Be sure to emphasize that the events took place in the 1950's in Little Rock, Arkansas. (The passage concerns Melba's trip to Mr. Waylan's store with her family and the furor she created by using the White women's restroom.) The first time, have students just listen. On a second reading, have students take notes of events or comments that strike them.

Then distribute **Worksheet 1 (Questions for *Warriors Don't Cry*)**. Have students answer the questions individually, then share their answers.

Have students do the final question for homework, bringing in their answers the next day to continue the discussion. Ask, "In your own community, how have discriminatory practices changed from your the times of your parents/grandparents?".

Resources:

Beals, Melba Pattillo. *Warriors Don't Cry : A Searing Memoir of the Battle to Integrate Little Rock's Central High.* New York: Pocket Books, 1994.

African American: Activity
Worksheet 1

Questions for *Warriors Don't Cry*

1. At the store, why is Mr. Waylan able to cheat the Pattillos out of twenty-two dollars?

2. Why do Melba's Grandmother India and parents give in to Mr. Waylan? Why don't they fight?

3. Why was Grandmother India unable to get other members of the African American community to shop across town, boycotting Mr. Waylan's store?

4. Would the incident at Mr. Waylan's store have been typical in the 1950's? Why or why not?

5. Would this sort of situation occur today for someone like Melba's family? Why or why not?

6. When Melba uses the White bathroom, what was the reaction of the White women?

7. How do these White women appear to a modern-day reader? Why?

8. Describe the reactions of the Little Rock police. How do they appear?

9. What does the policeman call Melba, her mother, and her grandmother after he has questioned them for an hour? What attitude does he display?

10. Was Melba's punishment for the "Bathroom Incident" fitting? Why or why not?

11. What types of discrimination against African Americans is present today? List as many types as you can.

12. Are you aware of any examples of historical discrimination in your own community? After school today, ask your parents/grandparents/older neighbors if they remember any examples of historical discrimination in your community. Be prepared to share your findings in class tomorrow.

Unit: Beyond Bias to Understanding **African American**

Activity 3: Discrimination Against African Americans (Historical)

Objectives/Goals: To make students aware of discrimination against African Americans, in particular a high-school-related event, in recent history and to make ties to the types of discrimination they see today regarding schools.

Activities:

Show the first 30 minutes of the video *Eyes on the Prize, Volume II, Fighting Back,"* (Available from GC Media Center, V-285b). Only show the video up to the end of the discussion of the Little Rock Central High School integration crisis.

After students have viewed the film, either hand out copies or read selections from the book *Warriors Don't Cry*. Suggested are the following chapters: Chapter 5 (pp. 46-51), Chapter 16 (pp. 162-175), Chapter 18 (pp. 188-203).

Ask students what events, comments, ideas struck them the most in the story of Central High. After students have discussed, ask them what they know about school situations today. Are things better today for African American students in the classroom? Why or why not?

Resources:

Beals, Melba Pattillo. *Warriors Don't Cry : A Searing Memoir of the Battle to Integrate Little Rock's Central High*. New York: Pocket Books, 1994.

Eyes on the Prize, Volume II, Fighting Back, (VHS Available from GC Media Center, V-285b).

Unit: Beyond Bias to Understanding **African-American**

Activity 4: *Fires in the Mirror*

Objective/Goal: By studying this account of the Crown Heights Conflict, students will see the complexity of the problems leading up to the violence, have an opportunity to decide for themselves who were the victims and the victimized, and analyze how the violence might possibly have been avoided had any one of several people involved behaved differently.

Activity: Students should read the background information on the Crown Heights Conflict found on pp. xliii-xlv in the text. They then need to be given information about the playwright and actress, Anna Deavere Smith's style of performance. Pages xxv-xxvii in the text will be helpful.

If it is not feasible to view the entire work, the following excerpts could be viewed within their content sections (listed in the order they appear):

Historical Suffering of Jews and Blacks
Minister Conrad Mohammed-"Seven Verses"
Letty Cottin Pogrebin-"Isaac"

Accounts of the Tragedy
Rabbi Joseph Spielman-"Stitches"
Anonymous Young Man #1-"Wa Wa Wa"
The Reverend Canon Doctor Heron Sam-"Mexican Standoff"

Reaction/The Blame
Henry Rice-"Knew How to Use Certain Words"
Michael S.Miller-"Heil Hitler"
Norman Rosenbaum-"My Brother's Blood"
The Reverend Al Sharpton-"Rain"

Reasons Why
Richard Green-"Rage" (actually appears before Norman Rosenbaum)
Roslyn Malamud-"The Coup"

Change
Angela Davis-"Rope" (actually appears before Rabbi Joseph Spielman)

Sorrow
Carmel Cato-"Lingering"

Possible discussions/activities:

1. Considering the conversations regarding the historical suffering of the Jews and Blacks, was one atrocity greater than the other? Why or why not?

2. As students listen to the three accounts of the accident, have them take notes on each character's version. Then:

a. Using the text as script, have three students portray the three characters and perform for the class those dialogs.

or

b. Using their notes, have three students stand at the front of the class. One should start to tell their version and the others should interrupt each time there is a difference of opinion. Try to ad lib smoothly.

3. Keeping in mind the adage, "the truth lies somewhere in the middle," have students write what they believe to be the possible truth, based on facts that were similar.

4. In your opinion did the accident contain a crime of intent?

5. Discuss characters that could have possibly stopped the problem from escalating had they behaved or spoken differently. What should these people have done or said?

6. Can you label the victims and the victimized?

7. Was justice served? Explain.

8. Angela Davis uses the symbolism of a rope and anchor to illustrate her feelings of what changes need to be made to make our world a more peaceful place. What does she mean?

9. Roslyn Malamud, a Jewess, stated in her dialog, "My Black neighbors? They were hiding in their houses just like I was. We were scared. I was scared!" What does this tell you about individuals within the two populations?

10. What does the playwright mean when she states in her introduction, "We might not like what we see, but in order to change it, we have to see it clearly?" After watching and discussing this account, what do you see more clearly?

Resources:

Smith, Anna Devere. *Fires in the Mirror*. New York: Anchor Books, 1993.

Fires in the Mirror, (VHS Available from GC Media Center, V962).

Unit: Beyond Bias to Understanding African-American

Activity 5: Responding to Racism Through Art

Objective/Goal: To help students appreciate people's differences and affirm their common humanity.

Activity: Discuss with students the commonalities of people throughout the world. However, remind them that if we overemphasize our common humanity, we might end up expecting people to be just like us. Such expectations can result in frustration when we actually meet people who are different from us.

On the other hand, if we overemphasize differences, we might slip into stereotyping and generalizing and forget that all people have common needs, desires, hopes, fears, pain, sorrow, and joy.

Therefore, to go beyond bias, we must affirm our common humanity and celebrate our differences.

Create a collage of pictures or original art work that shows both aspects of humanity. Try to include many different races, cultures, and ethnic groups so visually the similarities are obvious even as the faces, locations, and form of dress are different. Students may wish to do one half showing sameness and the other differences or two different projects. Discuss their creations.

Resources:

McGinnis, Kathleen. *Educating for a Just Society.* St. Louis, Mo.: The Institute for Peace and Justice.

Schniederwind, Nancy & Ellen Davidson. *Open Minds to Equality.* Englewood Cliffs, N.J.: Prentice Hall, 1983.

Unit: Beyond Bias to Understanding **African-American**

Activity 6: "THAT'S THE WAY OF THINGS"- Drama from the 1930's

Objective/Goal: To counteract some stereotypes of African American people, to increase the students' sensitivity to the personal effects of racist attitudes, behaviors and practices, as well as to provide the opportunity to talk about different kinds of responses to racism.

Activity: Mildred Taylor's novel *Roll of Thunder, Hear My Cry* is a source for a drama activity. The dramatization is built around the incident beginning on pg.109 and continuing until pg. 130. The characters are as follows:

Cassie Logan- age 9

Stacey Logan- age 12

T.J. Avery- age 12

Jim Lee Barnett

Lillian Jean Simms

Jeremy Simms

Charlie Simms

Big Ma

Hammer Logan- "Uncle Hammer"

Christopher John Logan- age 7

Little Man Logan- age 6

Mary Logan

Several other customers in Mr. Barnett's store

Setting- Rural Mississippi

The Logan family owns and works a farm in Mississippi. Mary Logan teaches at a nearby school and David Logan works part of the year in Louisiana laying track for the railroad. The family is struggling financially, and, in addition, is faced with a climate of bigotry, hatred and extreme violence directed at African American people. Night riders- White men who come in the night to burn, loot, beat up and kill African Americans- are not uncommon. The incident portrayed here is one in which Cassie Logan grows in her understanding of what racism is, what its roots are, and how it affects people.

Preliminary to the incident: Cassie, Stacey, and T.J. accompany Big Ma (Cassie and Stacey's grandmother) into the town called Strawberry on a shopping trip. Big Ma goes to conduct some business with an attorney, and the children go into Mr. Barnett's store.

Begin the drama with this line (pg. 109): "We stood patiently waiting behind the people in front of us and when our turn came, T. J. handed his list to the man..."

End the portrayal with this line on pg. 130: "Uncle Hammer'll be all right. Now go to sleep."

Everyone should read through the incident first, and then assign parts.

Following the drama there needs to be some discussion. You may want to include these questions:

1. Why did Mr. Simms do what he did to Cassie?

2. What would you have done if you were Cassie?

3. What did Cassie mean when she said, "No day in my life had ever been as cruel as this one"?

4. What was the reason for Big Ma's actions? If you had been the adult in the situation, what would you have done?

5. What did Uncle Hammer mean when he said, "If I'd've knocked his girl down, you know what'd've happened to me? Yeah, you know all right. Right now I'd be hanging from that oak over yonder"? (pg. 124) What accounts for the differences he is pointing out?

After this discussion, have the students redramatize the incident the way they think it should have happened. They may have various changes they would like to make, and all of those should be looked at. We would suggest that the changes in the drama come after Mr. Simms knocks Cassie down. Then the discussion following this dramatization would begin with the question: "Why the difference?"

Other discussion questions that should be used:

1. Could the original incident still happen today? Why or why not?

2. Physical violence against African American people has lessened to some extent since the 1930's but many of the attitudes of hatred and bigotry remain. Have you ever heard people say in one way or another that they think African Americans are inferior to Whites? What can you do if you hear this?
3. If you are African American, have your parents ever cautioned you about the attitudes and/or behaviors of some White people? How do you feel about your parents' attitudes?

4. If you are White, have you ever felt that African American people may not like you just because you're White? Is there a reason for that? What can you do about that?

Note: This incident must be understood in its historical context of Mississippi in the 1930's. It is also important for students to realize that the ugly realities of racism have not disappeared. However, in most communities progress has been made since the 1930's, and students will be aware of these changes. The redramatization of the incident and the discussion following that are important in order to make the whole activity more than a look at the past.

Resources:

McGinnis, Kathleen. *Educating for a Just Society*. St. Louis, Mo.: The Institute for Peace and Justice.

Unit: Beyond Bias to Understanding **African-American**

Activity 7: Celebrating Kwanzaa

Objective/Goal: To help students understand that, no matter what color their skin, they can honor the African traditions and celebration of Kwanzaa as they build community among the peoples of the world.

Activity: Students should first be given the following background information about Kwanzaa:

Following a 1965 revolt in the Watts section of Los Angeles, a student named Maulana Karenga wanted to help his African American neighbors gain a sense of identity and community. Karenga created a celebration called Kwanzaa, which means "first fruits" in Swahili. Though Kwanzaa is based on African tradition, it does not replicate any celebration of continental Africa, and it has no particular religious affiliations. It belongs to everybody. Now more that eighteen million people of African descent all over the world strengthen their own cultural identity through the celebration of Kwanzaa.

Kwanzaa is a seven-day celebration starting December 26 and continuing to January 1. The primary symbol used each day of Kwanzaa is the kinara. The Kwanzaa kinara holds three red candles to represent the struggle of the past, three green candles to represent a prosperous future, and one black candle in the middle representing Black unity.

Each evening the family gathers to light the appropriate number of candles (one to seven) and remember the principle the last candle represents. These principles will be explained on the following **Worksheet #1 - Celebrating Kwanzaa in the Classroom.**

Resources:

Vogt, Susan, ed. *Just Family Nights*. Elgin, Il.: Brethren Press, 1994.

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Unit: Focus on Understanding Cultures- African American
Worksheet #1

Celebrating Kwanzaa in the Classroom

The kinara can be a foot long board or log on which you stand the seven candles; three red candles on one side, three green candles on the other side, and the black candle in the center. (Candles could also be all the same color with the differentiation colored ribbon around each one.)

Each candle represents one of the following principles, and as they are lit, the questions after each principle should be discussed. Red, green, and black treats could also be given each day.

1. Umoja (Unity)- To strive for and maintain unity in the family, community, nation, and race.
   *Can our family or school do anything to improve racial harmony or unity in our community?
2. Kujichagulia (Self-determination)- To define ourselves, name ourselves, create for ourselves, and speak for ourselves.
   *How am I my own person, not a slave to anyone, "boss over my own body"
3. Ujima (Collective Work and Responsibility)- To build and maintain our community together and make our sisters' and brothers' problems our problems and solve them together.
   *Is there anyone in our community who needs our family's or school's help?
4. Ujamaa (Cooperative Economics)- To build and maintain our own stores, shops, and other businesses and to profit from them together.
   *Do we buy any goods or services from Black or minority-owned enterprises? Could we?
5. Nia (Purpose)- To make our collective vocation the building of our community, to restore our people to their traditional greatness.
   *What is the purpose of my life? I am called to be and do something important in this life.
6. Kuumba (Creativity)- To do as much as we can to leave our community more beautiful than we inherited it?
   *What can our family or school do to beautify our community's environment?
7. Imani (Faith)- To believe with our heart in our people, our parents, our leaders, and the righteousness and victory of our struggle.
   *How can I help someone in my family or community have a stronger belief in himself or herself?

Unit: Focus on Understanding Cultures/ Asian Americans

Activity 1: Hiroshima Maiden

Objective: To examine and understand the existence of cultural stereotypes of Asian Americans. To build understanding of Asian Americans as persons with feelings and needs similar to our own. To draw attention to the need to act with integrity even when peer pressure is strong

Activity: Students will view the video *Hiroshima Maiden*. Follow-up Discussions will then be used:

1. How might the family have better prepared their children, particularly their older son, for Miako's stay with the family.

2. What misconceptions did the young people express concerning each other? Describe them.

   ---Misconceptions about the Japanese on the part of the American children?

   ---Misconceptions about the Americans on the part of the Japanese girl, Miako?

   ---Stereotypes about culture?

   --Attitudes regarding responsibilty for the war and its atrocities? Assignment of blame?

3. What were some examples of callousness and cruelty directed at Miako as depicted in the video?

4. How was Johnny influenced by his peer? Describe how their attitudes and behavior affected him. How did Johnny resolve the conflict?

5. How had Miako gained the strength to withstand her torment? What positive influences seemed to shape her behavior? (Note: Her grandmother's words: "Be strong. You're better inside..."

Resources: *Hiroshima Maiden.* VHS 931 (GCHS Video Collection)

Summary: Japanese girl disfigured from nuclear blast comes to the United States for surgery. She lives with an American family while awaiting treatment. The American family has two boys, the older of whom is cool to Miako. He has given up his room to her and is sharing a room with his brother while she stays with the vamily.

The story depicts examples of misconceptions about cultures on the part of the Japanese and the American family. (e.g. Miako: "Where are all the cowboys?"; Johnny's peers, who have seen her disfigured face and do not understand, advise him: "Go in her room at night with a flashlight and see if she lights up.")

In one sequence after Johnny and Miako become friends, she describes what it was like when the bomb hit, tells of her parents death and of being found by her Grandmother. Miako relates her emotional struggle. Sometimes she would cry, get angry, tear newspapers; later she turned to creative expression, to making paper cranes.

Unit: Focus on Understanding Cultures/ Asian Americans

Activity 2: Making Paper Cranes

As a follow-up to *Hiroshima Maiden*, tell the story of Sadako Saski, the two year old Japanese victim of the bombings of Hiroshima. Sadako tried to fold a thousand origami paper cranes as a prayer for recovery and peace. Before she died of leukemia due to radiation from the bomb, she made and sent around the world 644 paper cranes--a symbol of peace and reconciliation. Her Japanese classmates finished the thousand and children around the world continue to make paper cranes as a reminder to work for peace.

Peacemaker Ghandi said, "What the hands do, the heart learns." Following his admonition, if we can spend a few minutes making a paper crane while reflecting on the significance of that crane, then we may in the process help to shape our own hearts. Sadako's intent in making the paper cranes is best expressed in her own words: "I will write peace on your wings and you will fly all over the world."

Give students handout on making paper cranes.

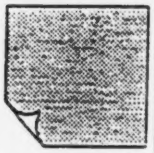
(See Handout: Paper Cranes)

Resources

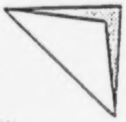
Coerr, Eleanor. *Sadako and the Thousand Paper Cranes*. New York:Dell, 1979.

How to Fold A Paper Crane

Begin with a square piece of paper — ideally one side colored and the other plain. Place the colored side face up on the table. In all diagrams, the shaded part represents the colored side.

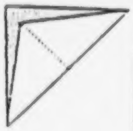


1 Fold diagonally to form a triangle. Be sure the points line up. Make all creases very sharp. You can even use your thumbnail.

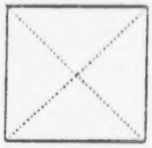


Unfold the paper. (Important!)

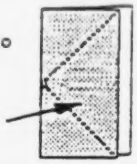
2 Now fold the paper diagonally in the opposite direction forming a new triangle.



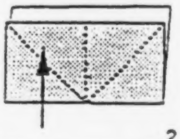
Unfold the paper and turn it over so the white side is up. The lines on the diagram represent creases you have already made.



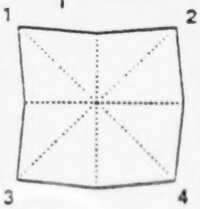
3 Fold the paper in half to the "east" to form a rectangle.



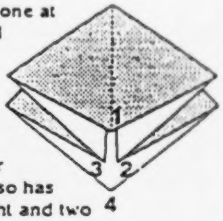
4 Fold the paper in half to the "north" to form a new rectangle.



Unfold the rectangle, but don't flatten it out. Your paper will have the creases shown by the dotted lines on the figure on the right.

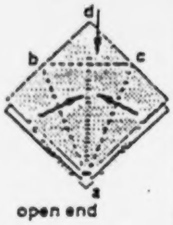


5 Bring all four corners of the paper together, one at a time. This will fold the paper into the flat square shown on the right. This square has an open end where all four corners of the paper come together. It also has two flaps on the right and two flaps on the left.

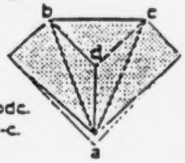


6 Lift the upper right flap, and fold in the direction of the arrow. Crease along line a-c.

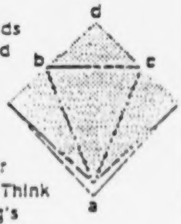
7 Lift the upper left flap and fold in the direction of the arrow. Crease along the line a-b.



8 Lift the paper at point d (in the upper right diagram) and fold the top of the triangle bdc. Crease along the line b-c.

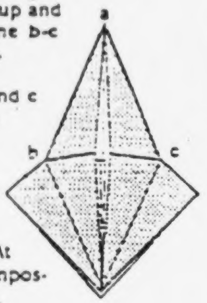


Now undo the three folds you just made (6, 7, and 8) and your paper will have the crease lines shown on the right.



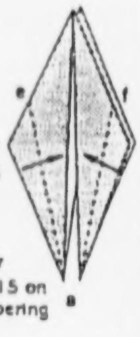
9 Lift just the top layer of the paper at point a. Think of this as opening a frog's mouth, and open it up and back. Crease the line b-c inside frog's mouth.

Press on points b and c to reverse the folds along lines a-b and a-c. The trick is to get the paper to lie flat in the long diamond shape shown on the right. At first it will seem impossible. Have patience.



10 to 13 Turn the paper over. Repeat Steps 6 to 9 on this side. When you have finished, your paper will look like the diamond below with two "legs" at the bottom.

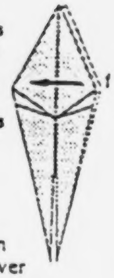
14 & 15 Taper the diamond at its legs by folding the top layer of each side in the direction of the arrows along lines a-f and a-e so that they meet at the center line.



16 & 17 Flip the paper over. Repeat steps 14 and 15 on this side to complete the tapering of the two legs.

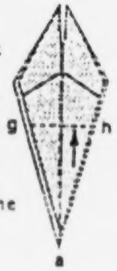
18 The figure on the right has two skinny legs. Lift the upper flap at point f (be sure it's just the upper flap) and fold it over in the direction of the arrow – as if turning the page of a book. This is called a "book fold".

Flip the entire figure over.



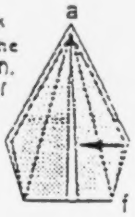
19 Repeat this "book fold" on the other side. Be sure to fold over only the top "page".

20 The figure on the right looks like a fox with two pointy ears at the top and a pointy nose at the bottom. Open the upper layer of the fox's mouth at point a and crease it along line g-h so that fox's nose touches the top of the fox's ears.



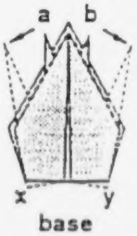
21 Turn the figure over. Repeat on the other side so that all four points touch.

22 Now for another "book fold". Lift the top layer of the figure on the right (at point f), and fold it in the direction of the arrow.

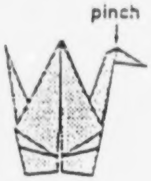


23 Flip the entire figure over. Repeat the "book fold" on the other side.

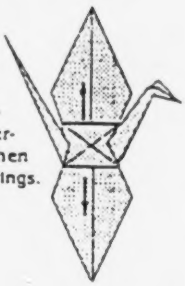
24 & 25 There are two points, a and b, below the upper flap. Pull out each one, in the direction of the arrows, as far as the dotted lines. Press down along the base (at points x and y) to make them stay in place.



26 Take the end of one of the points, and bend it down to make the head of the crane. Using your thumbnail, reverse the crease in the head, and pinch it to form the beak. The other point becomes the tail.



Open the body by blowing into the hole underneath the crane and then gently pulling out the wings. And there it is!



THE STORY OF SASAKI SADAKO

Sasaki Sadako was two years old when the atomic bomb exploded near her home of Sanjo Machi on August 6, 1945. She was not killed or injured by the blast and continued to grow and lead a normal childhood. She attended school and was an athletic, happy girl. However, Sadako became ill from radiation caused by the atomic bomb toward the end of her sixth year at school. She was diagnosed with leukemia of the lymphatic system and was kept at the Hiroshima Red Cross Hospital.

While at the hospital, Sadako received a letter that told her to fold a thousand paper cranes, and her wish to be well would come true. For nine months Sadako folded many paper cranes, but her wish did not come true. Sadako died on October 25, 1955. She was twelve years old at the time.

Sadako's classmates, who had visited her and filled her with hope during her struggle at the hospital, organized the building of a memorial statue so that all would remember Sadako's death and its cause. Students from all over Hiroshima learned of Sadako's tragedy and contributed to the building of this memorial. Soon Sadako's story, as well as the message of the paper cranes, was known all around the world. The completed statue of Sadako was unveiled on May 5, 1958. May 5th is also the Japanese holiday known as Children's Day.

Sadako's statue, The Statue of Bomb Victim Child, stands in the Peace Memorial Park in Hiroshima, Japan. It is surrounded by paper cranes folded by people who hope for peace all over the world. The hope that this statue and the paper cranes symbolize is best explained by the inscription on a monument which stands beneath the Statue:

> *Hear our cries,*
> *Hear our prayers,*
> *To build a world at peace.*

Unit: Focus on Understanding Cultures/ Asian Americans

Optional Activity 3: View *Hiroshima/Nagaski* Video (20Min). High School and Adult Level. This documentary is a graphic account of the extent of destruction immediately following the atomic bombings. For 20 years, it was not allowed to be distributed and it will leave many speechless. Prepare students for viewing the documentary beforehand.

Teachers may wish to show the documentary near the end of the class hour, then discuss it briefly the next class.

In discussion, ask students:

1. Why the documentary was not shown until 20 years after the events?

2. How are current nuclear weapons comparable to those dropped on Hiroshima and Nagasaki? (Current bombs are 1,200 more powerful).

3. How many years has it been since Hiroshima/Nagasaki? (50 years in August, 1995--Aug.6, Hiroshima & Aug.9, Nagasaki).

4. With what current concerns about nuclear weapons is the world community faced? (Halting spread of nuclear weapons; Dismantling weapons; Cleaning up nuclear waste).

Resources:

Hiroshima/Nagsaki. VHS. Chicago, Illinois: Pax Christi, Illinois.

Unit: Beyond Bias to Understanding **Holocaust Victims**

Objective:

To remind students of the destructiveness of bigotry and hatred in the past and even in our own time.

To show examples of heroism in those who have maintained their humanity and dignity in resisting evil, despite the atrocities they have suffered or witnessed.

Activity 1: Arrange for a class **field trip to visit the St. Louis Center for Holocaust Studies.** (The Museum is located at 12 Millstone Campus Drive; St. Louis, Missouri, 63146. Phone: 314-432-0020. Dates can be arranged for guided tours for student groups, but advance booking is required).

The Holocaust Center Museum should have special significance to the Granite City Community, since Mr. Leo Wolf (local owner of Wolf Construction Company and Holocaust Survivor) has personally donated to the creation of the museum. Photos and information concerning himself and his family are included among the museum's exhibits.

The displays are an educational experience. Particularly relevant for today, in one of the final video displays, holocaust survivors point out the connection between the hatred that led to the Holocaust yesterday (i.e., under Hitler's Nazi regime) and present day hate expressed in current antisocial, terrorist movements (e.g.,Skinhead; Neo-Nazi; Ku Klux Klan; even Revisionist movements that deny the reality of the Holocaust). Video commentary on recent terrorist activities and on oppressive situations in Bosnia and Rwanda, among other places, emphasizes the need to keep the memory of the Holocaust Experience alive.

Activity 2: Expose students to some literature and film dealing with the Holocaust. A few suggestions on which to build:

1. Frank, Anne. *The Diary of a Young Girl*. New York: Pocket Books, 1978. (Many high school students will have already met this book or at least have seen a movie or play made from it.)
   Junior High and High School Level.

2. Wiesel, Elie. *Night*. New York: Hill & Wang, 1960. (This is a moving and well-written account of a death camp survivor who lost his family at Auschwitz.) High School and Adult.

3. Frankl, Victor. *Man's Search for Meaning*. NY:Touchstone, 1984. (A camp survivor and psychiatrist explains his psychotherapy--his "logotherapy"--on which he bases his practice. Essentially, he points out that we as humans must be beyond reacting to evil, that we "owe something to life." A few passages from the second half of the book might be meaningfully read to high school students. The author clearly points out that man has the power of choice and provides graphic examples of heroic conduct from his camp experiences.) High School and Adult.

"Everything can be taken from a man but one thing: the last of the human freedoms--to choose one's attitude in any given set of circumstances, to choose one's own way."

Frankl, Victor. *Man's Search for Meaning.*

4. *I Never Saw Another Butterfly*. Hans Volaykova, Editor. New York: McGraw Hill, 1964. (This small hardback book contains some touching poetry and color drawings by child holocaust victims who passed through Terezin Camp.) Suitable for Elementary and up.

5. Biographies of those "ordinary people" who acted in heroic ways for the benefit of others during the Holocaust years.

   Suggestions: Oskar Schindler; Father Maximilian Kolbe, the Polish Catholic priest who sacrificed his life to take the place of a condemned prisoner at Auschwitz; Corrie Tannenbaum & sister.

6. *Night and Fog* (1955-French film. Now VHS produced). Grades 11-12 and adult. This award winning documentary uses actual black and white footage shot inside Hitler's concentration camps and contrasts some horrifying scenes from this footage with beautiful contemporary color scenes of the death camps as they existed 10 years after the carnage ended. Because of its disturbing content, this video must be used with discretion and background explanation prior to class viewing.

   The film was written in French by a novelist who survived one of the prisons of the Third Reich. It is shown in French with English subtitles.

7. Use essay "Walking with Living Feet" by Dara Horn. As a ninth grader at Milburn High School in Milburn, New Jersey, Dara wrote this essay, an account of her visit to Majdanek, one of the largest Nazi concentration camps in Poland. (Essay printed in The National Magazines of Student Writing publication entitled, *Merlyn's Pen: Teachers' Sampler*, 1994: 11-14. Address: The National Magazines of Student Writing; Box 1058; East Greenwich, RI 02818-0964.).

Unit: Beyond Bias to Understanding   Holocaust Victims/Bosnia

...History repeating itself

Objectives: To call attention to the reality of Ethnic hatred in the present day.

To draw parallels between Anne Frank's situation and the situation of children today in Bosnia.

Compassion for present day victims of war and annihilation or "Ethnic Cleansing".

Activity 3: Share with students some excerpts from *Zlata's Diary by* Zlata Filipovic'.

Note: *Zlata's Diary,* much in the style of Anne Frank's, details the happenings in Sarajevo as war destroys a young girl's country and way of life. The diary entries reveal the girl's courageousness during desperate and confusing times.

Suggested Diary entries to read aloud or copy for the students:
April 6, 1992
May 2, 1992.
May 25, 1992
June 29, 1992.
October 17, 1993--Her final entry.

In conjunction with *Zlata's Diary,* teachers may wish to bring to class a copy of *I Dream of Peace* by Maurice Sendak (Harper Collins: 1994) This is a book of writings and drawings by young people from former Yugoslavia that reveal the hopes and fears of children from this region shattered by war's destructiveness.

Suggested Writing Activity: Since it can be difficult for students to express their feelings on some of these painful Holocaust-related issues, it is appropriate to suggest and assign a diary or journal response to any of the material from this unit.

Resources:
Filipovic, Zlata. *Zlata's Diary.* Translated by Robert Laffont. New York: Viking Penguin, 1994.
Sendak, Maurice. *I Dream of Peace.* NY: Harper Collins, 1994.

Unit: Relating to Others **Sports' Ethics**

Objectives: *Sports' Ethics* is designed to be a sequel to *Images of Man*, which focuses upon students reading and critiquing tragic heroes from the Greeks (Oedipus and Antigone) to the more modern Willy Loman (Miller) or Perry Smith (Capote). The basic premise of *Images of Man* is that a hero is a truth seeker.

The basic theme of *Sports' Ethics* is the athletes are our nation's heroes. They represent the best in human ideals: courage, determination, talent, and success. Nowhere else in our daily lives is there a group of comparable succeeders. Truly great athletes, that is, are also much more. They express the hopes and aspirations of our nation in the world of uncertainty. Their success is America's success. Their failure is everyone's tragedy. As they rise again, they galvanize the eternal truth that nothing worth having is free and that triumph rises from the ashes of despair.

Students should identify behaviors that create violence or peace. In addition to understanding the violence in their own lives, students will come to an understanding of the violence in their culture. Students will develop critical thinking skills about violence in and surrounding games. Students will become more aware of how to respond in conflict situations and, indeed, behave responsibly.

Activity 1: Have students discuss "Do's and Don'ts" at athletic events. Each student should compose a list of twenty suggestions.

Activity 2: Have each student select a tragic (heroic) athlete and do an in-depth report concerning the ethical or unethical behavior in question. A list of possible candidates might include these:

1. Babe Ruth
2. Rocky Graciano
3. Ty Cobb
4. Pete Rose
5. Edwin Moses
6. Magic Johnson
7. Mike Tyson
8. Cassius Clay
9. Arthur Ashe
10. Mickey Mantle
11. George Best
12. Darryl Strawberry
13. Dwight Gooden
14. Monica Seles
15. Billy Jean King
16. John McEnroe
17. Bob Knight
18. Billy Martin
19. Charles "Sonny" Liston
20. Woody Hayes
21. Steve Howe
22. Ted Williams
23. O.J. Simpson
24. Michael Jordan
25. Curt Flood
26. Sugar Ray Leonard

OTHERS

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Unit: Relating to Others **Sports' Ethics**

Activity 3: Have students discuss and debate such pertinent topics as the following:

- A) Winning is Everything
- B) Male Chauvinist in Athletics
- C) AIDS in Organized Sports

Resources:

Buford, Bill. *Among the Thugs*. New York: W.W. Norton Company, 1992.
Dickey, Glen. *The Jock Empire*. Radnor, Pennsylvania: Chilton Book Company, 1975.
DuPont, John E. *Never Give Up*. Ottawa, Illinois: Jamesson Books, 1990.
Shecter, Leonard. *The Jocks*. Indianapolis, Indiana: The Bobbs-Merrill Company, 1969.

Unit: Man's Link to the Environment

Activity 1: Introduction to Ecology

Objective/Goal: The objective of this activity is to teach key vocabulary terms and their definitions to the student. This will form a background on which to build for future activities.

Activities: Each student is given a list of the words and definitions (**Worksheet 1**). Students are divided into teams of 2 to 4 students to play "charades" with these words. Teacher can add words as appropriate.

Resources:
Charles, Cheryl. *Project Wild.* Boulder: Project Wild (Western Regional Environmental Education Council), 1986:15.

Unit: Man's Link to the Environment
Activity 1 Worksheet 1: Vocabulary Terms

Ecology - the study of organisms in relationships to each other and their environment

Environment - all the living and nonliving factors surrounding an organism

Biosphere - the thin layer of earth where life exists

Biomes - a geographical area with similar plants and animals Example-rain forest, desert, prairie, wetland

Tropical rain forest - forest found at the equator receiving greater than 40 inches of rain per year

Amazon jungle - tropical rain forest surrounding the Amazon river in Brazil

Wetlands - land that has the following 3 characteristics: 1) covered by water during the growing season, 2) soil is hydric (soil is made without oxygen) and 3) plants are hydrophytes (plants adapted to hydric soil)

Ecosystem - all the plants and animals in a given region, together with the physical environment in which they live

Habitat - the place where an organism lives; its "address"

Niche - the roles of an organism does; its "job"

Producers - organisms that can make their own food

Consumers - organism that cannot make their own food and must ingest food

Decomposers - organisms that eat dead organisms

Food chain - expresses the relation between organisms indicating which are eaten and which do the eating at teach step. It reflects the transfer of the sun's energy through many organisms. The first level of the food chain is the producers. This is followed by the consumers with the last level being the decomposers.

Biological magnification - the buildup of concentration of a pollutant as it moves from animal to animal in the food chain.
Example-DDT

Food web - a complex system of food chains. Food chains are oversimplified. Some organisms eat both plants and animals which complicate a food chain concept. Food webs are a more accurate portrayal of the flow of the sun's energy through many organisms.

Predator - an organisms that is killed by the predator

Prey - an organism that is killed by the predator

Competition - organisms interact with each other for the same materials. Organisms compete for food, water, space, light and mates.

Population - a group of organisms of the same species living in the same habitat

Species - organisms that can mate and produce fertile offspring

Endangered species - those organisms currently at risk of extinction

Threatened species - those organisms currently at risk of endangerment

Renewable resource - resource that can be replaced

Nonrenewable resource - resource that cannot be replaced

Watershed - all the land that drains into a particular area. Example-Mississippi watershed

Floodplains - low lying areas on either side of a river

Conservation - the saving of natural resources

Pollution - the addition of impurities to the environment

Old growth forest - forest that has not been disturbed for over 200 years

Unit: Man's Link to the Environment

Activity 2: Ecosystems

Objective/Goal: The biosphere is made up of many ecosystems. An ecosystem is a given area that consists of all the organisms and their environment. It includes all the living and nonliving factors. Ecosystems vary in size. It can be a garden, lawn, pond, wetland, prairie, or rain forest. Even the entire biosphere could be considered an ecosystem. Each ecosystem is made up of many pieces where each piece has a job to do. Some pieces can be lost from the ecosystem and no major problems will occur but other pieces are critical. Without them, the ecosystem will not work. The problem is that no one knows which are the critical pieces and which are not. The objective of this activity is for the student to be able to define ecosystems and to understand the concept of how they work.

Activities: After a discussion on ecosystems, divide students in groups of four. Have each group pick an ecosystem from the list below. In their groups, they must think of as many living and nonliving factors in their ecosystem as possible. Have reference material available. The groups should try to decide which factors are more critical and which are least critical. Are there any factors which could be removed without upsetting the balance? After an appropriate amount of time, have one person from each group describe their ecosystem. Encourage the class to thoroughly discuss each ecosystem.

Ecosystems to chose from:

-pond
-Mississippi river
-backyard
-prairie
-mountain
-forest
-desert
-other (student suggests and teacher approves ecosystem)
-wetland
-cave
-coral reef
-garden
-tropical rain forest
-African savannah

Resources:

Botkin, Daniel. *Environmental Science*. New York: John Wiley and Sons, Inc., 1995.
Galan, Mark. *Ecology, Understanding Science and Nature*. Alexandria: Time Life Inc., 1993.
(Any set of encyclopedias and/or biology textbooks would be appropriate.)

Unit: Man's Link to the Environment

Activity 3: (This activity is optional.) *A Burning Season* (The story of Chico Mendes and the rain forest) for high school level and adult, edited copy.

Objective/goal: On December 22, 1988, Chico Mendes was murdered in his struggle to save the rain forest. The objective of this activity is to enable the student to understand why the Amazonian rain forests are being cut down, the consequences of doing so and the plight of the rubber tappers.

Activity: This activity is merely watching and discussing the video *A Burning Season*. Write the following question on the board before starting the video. Instruct the students to watch carefully to fully understand the controversy surrounding the Amazon rain forest.

1) Identify the controversy, in detail, surrounding the rubber tappers. Be very specific and identify main characters.

Following the video, divide the class into groups. Have them discuss the question and compare notes. In addition to answering the above question, have each group answer these additional questions.

2) How are we similar to the rain tappers in the video? Be very specific.

3) How are we different to the rain tappers in the video? Be very specific.

After an appropriate time for group discussion, have the class discuss all questions. Discussion should continue until the instructor is assured the class understands the controversy and the poverty surrounding these people.

Resources:

The edited version of *A Burning Season*. Video is available through the local video store.

It is important that the teacher understand the controversy and may find the following resource useful.

DeStefano, Susan. *Chico Mendes, Fight for the Forest*. Frederick: Twenty-first Century Books, 1992.

Unit: Man's Link to the Environment

Activity 4: Drawings of the Tropical Rain Forest, Brazil

Objective/Goal: The objective of this activity is to gain a deeper insight to the tropical rain forest using art as a medium.

Activity: Instruct the class to read the background information and fill in the activity sheets. Students will then be instructed to develop an abstract jungle drawing or painting on their own. They can use their imagination, reference materials, or tropical plants in the classroom (if available).

Resources:

Bloom, Dwila. *Multicultural Art Activity Kit.* West Nyack, NY 10995: Center for Applied Research in Education, 1994: 302-311.

Unit: Man's Link to the Environment

Activity 5: Wetlands

Objective/Goal: Just as Brazil continues to burn the rain forest, the United States continues to destroy the wetlands. By the end of this activity the student would be able to define wetlands and discuss the importance of saving this fragile ecosystem.

Activities: Student will read the magazine article, "Our Disappearing Wetlands" and fill in the accompanying **Worksheet 1**. Upon completion, students will discuss the definition of wetlands and their importance to maintaining a balance with the environment. Students should then compare and contrast the wetlands of the United States with the tropical rain forest of Brazil. This activity lends itself well to group work followed by class discussion.

Resources:

Mitchell, John. "Our Disappearing Wetlands". *National Geographic,* October 1992, 2-45.

Man's Link to the Environment: Activity 5
Worksheet 1

Our Disappearing Wetlands

1) Why doesn't John Whitman Davis have to buy fertilizer?

2) What is John's secret to the marsh?

3) What has caused this loss of wetland?

4) What good are wetlands?

5) What are wetlands?

6) What is the federal government's principal weapon for protecting wetlands?

7) What wetlands are in Missouri and Illinois according to the map?

8) Define prairie pothole.

9) Define cypress dome.

10) Define riverine bottomland.

11) America continues to lose wetlands at the rate of ____________ acres a year.

12) What function does a prairie pothole serve?

13) Describe the food chain in a pothole.

14) Describe the growth of sunflowers in North Dakota.

15) Why is Kropp so disgusted with the government?

16) What's selenium?

17) Define mitigation.

18) What is Zedlar's message for the rest of the United States?

Unit: Man's Link to the Environment

Activity 6: Wetland Metaphors

Objective/Goal: By using metaphors, the student should better understand the concept of wetland and the importance of wetlands to wildlife and humans.

Activity: After discussing wetlands and their importance to wildlife and humans, the teacher must bring out a box full of objects that somehow can be related to wetlands. For instance, the box should contain a sponge for wetlands absorb extra water. It could contain a toy cradle because it acts as a nursery for so many animals. It could contain soap to help clean the environment. Tell the students that everything in the box has something to do with a wetland. Divide the class into groups of four. Each group pulls out an object and as a team, they must describe the relationships between their metaphoric object and the wetland. Ask each group to report their ideas to the class. Review and expand on these ideas.

Resources:

Charles, Cheryl. *Aquatic Project Wild.* Boulder: Project Wild (Western Regional Environmental Education Council), 49-52, 1987.

Chadlland, Helen. *Disappearing Wetlands.* Chicago: Childrens Press, 1992.

Kusler, Jon and others. "Wetlands." *Scientific American.* January 1994,64-70.

Unit: Man's Link to the Environment

Activity 7: Endangered Species Act

Objective/Goal: After reading about the Endangered Species Act of 1973, the student should have an understanding of the act and limitations of the act.

Activity: Instruct the class to read "Dead or Alive, the Endangered Species Act" from *National Geographic*. Students must fill out the accompanying **Worksheet 1.** Upon completion of the article, the class should discuss the pros and cons of the act. Discussion should include: 1) defining the act, 2) benefits of the act, 3) Problems or drawbacks of the act and 4) suggested changes to the act. Students should clearly understand after discussion that the problems of extinction are complicated with no one single, solution.

Resource:

Chadwick, Douglas. "Dead or Alive, the Endangered Species Act" *National Geographic*, March 1995, 5-41.

Man's Link to the Environment: Activity 7 Worksheet 1

Dead or Alive, The Endangered Species Act ***National Geographic***

1) How many species and subspecies has become extinct since the 1500's in the U.S.?
2) What act did Congress pass in 1973?
3) What is the act based on?
4) How many U.S. species where placed on the list in 1973?
5) How many U.S. species are on the list now?
6) How many are waiting to be placed on the list?
7) What is the real problem with ESA?

8) With the act coming up for its ______________ reauthorization in Congress, conservationists worry that the endangered species program itself may be endangered.

9) How have bald eagles fared since 1973?

10) Why does Dick Christy feel he is a "victim of the Endangered Species Act"?

11) Describe the plight of the grey wolf.

12) Describe the plight of the red wolf.

13) What are the 2 basic rules to ESA of 1973?

14) Define mitigation.

15) What do the critics of ESA say?

16) Do you think rats and flies should be protected? Explain.

17) Do you think mussels should be saved? Why or why not?

18) Describe the situation with the snail darter and the Tellico Dam.

19) Describe the spotted owl controversy.

20) Why are salmon endangered?

21) How many species have met with extinction after being put on the list?

22) How many have recovered since being on the list?

23) The author suggests that what are really endangered are entire ____________________, from tall grass ____________________ to ____________________.

24) Why are Steller sea lions threatened?

25) What's the problem with manatees?

26) From this point forward, it is what we ______________ back to nature, not what we ______________ from it.

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Unit: Man's Link to the Environment

Activity 8: Songs and the Environment

Objective/Goal: Many popular songs reflect environmental concerns. The objective of this activity is to analyze popular music for environmental messages and evaluate the influence these songs have on people.

Activity: Play several environmental songs such as "Countdown to Extinction" by Megadeth (lyrics available on **Worksheet 1**), "Conviction of the Heart" by Kenny Loggins or "Rocky Mountain High" by John Denver. The group Sting is a big supporter of tropical rain forests. Ask students to bring in their music that reflects positive environmental attitudes. Have students listen to the lyrics and interpret the meaning of the lyrics. Have students attempt to identify the purpose the singer had in singing the song and whether or not people are then influenced by the song.

This could be extrapolated by having students identify songs with negative influences on the environment. Another extrapolation would be to have students write an environmental song.

Resources:

Any songs, CD's, tapes, lyrics with positive environmental messages.

Charles, Cheryl. *Project Wild.* Boulder: Project Wild (Western Regional Environmental Education Council) pg 25, 1986.

Man's Link to the Environment: Activity 8
Worksheet: 1

"COUNTDOWN TO EXTINCTION" BY MEGADETH

ENDANGERED SPECIES, CAGED IN FRIGHT
SHOT IN COLD BLOOD, NO CHANCE TO FIGHT,
THE STAGE IS SET, NOW PAY THE PRICE.
TECHNOLOGY, THE BATTLE'S UNFAIR,
YOU PULL THE HAMMER WITHOUT A CARE.
SQUEEZE THE TRIGGER THAT MAKES YOU MAN,
PSEUDO-SAFARI, THE HUNT IS CANNED...
THE HUNT IS CANNED.

CHORUS
ALL ARE GONE, ALL BUT ONE.
NO CONTEST, NOWHERE TO RUN.
NO MORE LEFT, ONLY ONE.
THIS IS IT, THIS IS THE COUNTDOWN TO EXTINCTION.

TELL THE TRUTH, YOU WOULDN'T DARE.
THE SKIN AND TROPHY, OH SO RARE.
SILENCE SPEAKS LOUDER THAT WORDS.
IGNORE THE GUILT, AND TAKE YOUR TURN.
LIARS ANAGRAM IS "LIARS,"
MAN YOU WERE NEVER EVEN THERE.
KILLED A FEW FEET FROM THE CAGES,
POINT BLANK, YOU'RE SO COURAGEOUS...
SO COURAGEOUS.

CHORUS

ONE HOUR FROM NOW,
ANOTHER SPECIES OF LIFE FORM
WILL DISAPPEAR OFF THE FACE OF THE PLANET
FOREVER...AND THE RATE IS ACCELERATING.

CHORUS

Unit: Man's Link to the Environment

Activity 9: *The Lorax*

Objective/Goal: By interpreting Dr. Suess's *The Lorax*, the student will have a better understanding of extinction and endangered species and the importance of each person becoming involved.

Activity: Students read *The Lorax* by Dr. Suess and then work in groups to answer the questions on **Worksheet 1**. Follow this by a class discussion of their answers.

Resource:

Suess, Dr. *The Lorax*. New York: Random House, 1971.

Man's Link to the Environment: Activity 9
Worksheet 1

The Lorax by Dr. Suess

1) What is the story about?

2) Who is the Lorax?

3) Who is the Once-ler?

4) Do you feel any compassion for the Once-ler? Why or why not?

5) What is the Truffula seed that has been entrusted in your care?

> "I went right on biggering...selling more Thneeds, and I biggered my money, which everyone needs."
> "Unless, someone like you cares a whole awful lot, nothing is going to get better. It's not."

6) How do these passages relate to the story?

7) What are the "Thneeds" that everyone needs?

8) How do you respond to the "unless someone like you cares"?

9) Why did Dr. Suess write the story? What was his purpose?

10) Is this story about greed, ecological crisis, economic system, or all of the above? Support your answer.

11) Did you read this story as a child? If so, what did you think of it then?

12) What do you think of the story now?

13) Some day, do you think you will read this story to your own children? Why or why not?

Unit: Man's Link to the Environment

Activity 10: Oid's Search

Objective/Goal: Our planet Earth is unique in that it can support life. It has the perfect amount of sunlight, an atmosphere conducive to life, and water. Although some planets have water and even oxygen, no other planet that we know of can sustain life. Even our closest neighbors, Mars and Venus cannot do so. The objective of this activity is for the student to understand the uniqueness of our planet to support life and our role as caretakers of the earth.

Activity: The teacher secretly has a seed in her/his hand. Inform the students that the teacher has something special in their hand but they are to read a story about it to decide what it is, first.

Have the students read the story "Oid's Search". Discuss the following questions.

1) Where did Oid find his home?

2) What do you think Oid had in his hands?

3) What qualities was Oid looking for?

4) How are we dependent on the land, air, and water of earth?

Continue discussion until students really understand how unique our planet really is and that we are the caretakers. If we don't take care of the land, air and water, the earth will no longer be able to sustain life and Oid will have to continue his journey!

Resource:

Schmidt, Fran and Friedman, Alice. *Come in Spaceship Earth.* Miami Beach: Grace Contrino Abrams Peace Education Foundation, Inc., 1990 2-4.

Unit: Man's Link to the Environment

Activity 11: *Gorillas in the Mist* (High School & Adult Only)

Objective/Goal: Dian Fossey studied the mountain gorilla in central Africa from 1963 until she was murdered December 27, 1985. Dian brought national recognition to the gorilla and established the Karisoke Research Center in Rwanda. The objective of this activity is for the student to learn about mountain gorillas and understand the trials and difficulties Dian went through to save the gorillas from extinction.

Activity: Instruct the students to answer the following questions while watching the video, *Gorillas in the Mist.*

1) Who first inspired Dian Fossey to observe gorillas in Africa?

2) What background did Dian have that made her think she was qualified to work with the mountain gorilla?

3) Where are the mountain gorillas located?

4) Describe the difficulties Dian faced in her observation of the mountain gorilla.

5) Why did she allow research students to help?

6) Why did Dian Fossey become so controversial?

7) Why was Dian murdered?

Complete this activity by discussing the answers to the above questions. It is important that students understand the poverty of Africa, poaching, the corrupt government, and the civil unrest of central Africa at the time.

Resource:
Gorillas in the Mist, the Story of Dian Fossey.

Unit: Man's Link to the Environment

Activity 12: Spotted Owl Controversy

Objective/Goal: The spotted owl has become a big environmental issue in the Pacific Northwest. Loggers continue to lose their jobs just as the spotted owl continues to lose its habitat. Solutions to this problem are neither easy nor simple. By the end of this activity, students should be able to evaluate the pros and cons of logging old growth forest.

Activity: The class must first research the spotted owl controversy from every angle. Due to this research, this activity may take up to one week. Once this has been completed, students must choose a role to play from the list provided on **Worksheet 1**. The teacher plays the part of the mayor and she calls a town meeting where students must voice their opinions about logging more trees and discuss the issue. Following the discussion, a list of pros, cons, and affects should be listed on the blackboard. In the end, a vote must be taken to decide if more trees will be logged.

It is strongly recommended that each student chose their personality the day before the town meeting and write a half page of background information about their character. This is an opportunity to expand and develop their personality to better play the part. Encourage to pick names, ages, personalities so they can "get into character".

An excellent follow-up activity would be to compare and contrast the controversy of the rubber tappers in the Amazon rain forest with the spotted owl controversy.

Resources:

Charles, Cheryl. *Aquatic Project Wild.* (Patterned after "To Dam or not to Dam" pg 125) Boulder: Project Wild (Western Regional Environmental Education Council), 1987.

Fitzgerald, Randy. "The Great Spotted Owl War." *Reader's Digest.* pg 91-95, November, 1992.

Guiberson, Brenda. *Spotted Owl, Bird of the Ancient Forest.* New York: Henry Holt and Company, 1994.

Man's Link to the Environment: Activity 12
Worksheet 1

Personalities for Town Meeting

1) Mayor-played by the teacher and runs the town meeting

2) The trees being cut down

3) The fungus that grows on the roots of the tree

4) Flying squirrel

5) Spotted owl

6) Ben-a middle aged man married with one teenage girl, and one kindergarten boy. Still working full time logging trees but his future is uncertain.

7) Ben's wife

8) Ben's teenage daughter-torn between the teachings of her beloved biology teacher and the reality that she won't go to college if Dad is out of work.

9) Ben's kindergarten son-has a crush on his kindergarten teacher who happens to be a big animal rights activist

10) Ben's kindergarten teacher-a big supporter of the spotted owl

11) This person has just received a permit from the federal government to pick and sell mushrooms from the forest

12) This person has a pretty good business running a campground

13) Charlie was laid off from logging for 1 year and then agreed to log trees in Alaska. He sees his wife 3 months of the year.

14) Charlie's wife

15) Charlie's child

16) This person is an extreme environmentalist. It was rumored this person put spikes in the trees which is very dangerous to the loggers when they go to cut them down. Most of the time, this person literally hangs out in the largest trees so they can't cut them down.

17) This person runs the grocery store in town. Since half the town is laid off, they had to sell their home and move into the back of the store.

18) A Japanese representative for a woodmill company in Japan-here to represent his business interests since most trees go to Japan to be milled, not the U.S.

19) This person is a college student working on a Masters degree. As part of his/her research, he/she has spent many hours in the forest and although not from this town, feels he/she has valuable statistics to contribute.

20) This person runs a fishing business downstream from where the logging is taking place. Removing the trees has placed additional silt in the water suffocating the fish. Needless to say, his business is suffering

21) This person lives in town and runs a souvenir shop. The best seller? ceramic spotted owls (ironically made in Japan)

22) This person owns a logging company

23) President of the Sierra club

24) President of the Audubon society

25) This wealthy person is from New York but has vacationed in this very forest every year for as long as he/she can remember

26) This person was one of the first to be laid off from logging over 2 years ago. A bumper sticker on his truck says "If it's hootin, I'm shootin". He has openly bragged about shooting several spotted owls.

27) This person use to be a logger. It was a struggle but with a little help from the state he/she went to college and is now an accountant , although, relocated to another city.

28) This elderly person is part Native American and his/her family is distantly related to Chief Seattle. The changes he/she has seen in his/her lifetime are drastic and is deeply worried about the future for the forest.

29) Owner of the only bank in town

30) Representative of the U.S. Fish and Wildlife

Any additional roles can be created as needed.

Unit: Man's Link to the Environment

Activity 13: The Story of Rachel Carson and *Silent Spring*

Objectives: To help students recognize the impact a concerned individual can have on the environment.

To convey an understanding of the message of *Silent Spring* and its relevance today.

Background: In the late Fifties, Rachel Carson first took an interest in the slow disappearance of species of birds along Gulf coasts and in the southern Atlantic. Her research into causes lead to some shocking discoveries about the adverse affects of DDT on the environment. Her efforts to stop the killing of birds and other animals caused by the dangerous chemical spraying ultimately lead to her book *Silent Spring*, which was published in 1962. Carson's controversial book, now a classic, had an impact on society similar to that of Darwin's *Origin of the Species*. It introduced the concept of ecology to the general population and pointed out so well the interconnectedness of all living things--the idea that the natural world is so bound together that anything that affects one part affects the whole.

Activity: Have students read "The Flight of Rachel Carson," by Geoffrey Norman. (The essay can be found in *Fifty Who Made a Difference,* pages 398-407). Use discussion questions below as a follow-up:

1. How did Rachel Carson become involved in research on pesticides? [She was asked to help save birds in a sanctuary near Cape Code by working to stop the pesticide spraying.]

2. According to the author, what was Carson's main contribution in writing *Silent Spring*?

3. Who most vigorously opposed Carson's book and why? [Chemical industries...profits threatened]

4. What personal sacrifices did Rachel Carson make in her quest to save the environment? What does the essay reveal about her as a person?

5. What were Carson's methods of research? [Read available documents...contacted experts...made careful observations and kept detailed records]

Optional Activity: After reading the essay on Rachel Carson, ask students for any local or state-level examples of action taken with regard to environmental issues (Chemical waste, air pollution, water pollution, preservation of wild life, etc.} They might compile a list of examples as a class activity.

Resources:

Norman, Geoffrey. "The Flight of Rachel Carson," in *Fifty Who Made a Difference*. New York: Villard Books, 1984:398-407.

Unit: Man's Link to the Environment

Activity 14: Crisis in the Atmosphere

Objective/Goal: By the end of this activity, the student should be aware and understand the sever problems regarding the atmosphere.

Activity: The class watches the video "The Infinite Voyage-Crisis in the Atmosphere" while completing **Worksheet 1**. Following the video, compile a list of problems on the blackboard and what must be done to avoid further complications.

Resource:

Crisis in the Atmosphere. QED Communication INC and the National Academy of Sciences. Vestron Video: 1989.

Man's Link to the Environment: Activity 14
Worksheet 1

The Infinite Voyage - Crisis in the Atmosphere

1) What is happening to the glacier in the Swiss Alps?

2) This professor at the University of Bern, pioneered the technique of retrieving fossilized _____ from ancient _________.

3) Glaciers form when winter snow doesn't melt the following __________. It is then compressed till it finally turns to ____.

4) The core spans _____________ years.

5) Chemical analysis reveals the origin of carbon dioxide to be ___________________.

6) We are going to have more extreme heat waves, fewer extreme cold waves, more ___________________.

7) The sun's energy comes to earth as visible and ______________ light. Eventually, it is released back into the atmosphere as ____________________ light.

8) Gases such as CO2 and methane trap the outgoing heat, keeping the planet ____________.

9) We are _____________ the environment faster then what we understand what we are doing.

10) Sea levels will ______________.

11) Millions will __________________.

12) Entire ___________________ will collapse.

13) CFC's are commonly known as _________________.

14) Chemically, they would be deadly to the earth's ____________ layer.

15) Ultraviolet radiation breaks the molecule (CFC) apart releasing ______________________.

16) When chlorine comes in contact with ozone, it robs it of an _______________ atom, forming chlorine monoxide.

17) A single chlorine atom can destroy up to ___________________ molecules of ozone.

18) In 1978, NASA launched a satellite to monitor the ozone layer. By the early 1980's, its instruments began to record abnormally low concentrations above the ______________________.

19) The ozone hole is now larger than the continental _________.

20) Ozone is a __________ against deadly ultraviolet radiation.

21) CFC's have ___________________ from spray cans in the U.S.

22) CFC's in the atmosphere will continue to destroy ozone for the next ______________ years.

23) _______________, ________________, _____________ are the largest sources of CO2.

24) _______________ are a hugh part of our energy expense. 1/4th of all heat leaks out the windows.

25) _______________ uses somewhere between 20-25% of all electricity.

26) U.S. is powered by the equivalent of _____________ giant, standard, power plants.

27) _____________________ is clearly where the solution begins.

28) Individuals in Switzerland produce their own _______________ and sell it back to the state.

29) _______________ heat is captured and piped through the building for heating and hot water.

30) _______________ powered cars are growing in popularity.

31) Personal sacrifice is a small price to pay for a cleaner, safer _______________________.

32) ______________________ is now struggling to breathe.

33) At dawn, 1000's of cars pour into the freeways. __________________ and hydrocarbons begin to fill the air.

34) Critical issues that we must act on now:
  -totally ban __________
  -reduce consumption of fossil fuels
  -halt destruction of the __________
  -stem the growth of human population

35) What kind of world do you want?

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Unit: Man's Link to the Environment

Activity 15: Help Save Planet Earth

Objective/Goal: The objective of this activity is to empower the student with ways to help save the earth.

Activity: Have the student fill out **Worksheet 1** while watching the video *Help Save Planet Earth*. After the video, discuss with the class, information that is useful that they intend to do. It is important to continue discussion until students realize that they have the power to change the destruction of the earth.

Resources: *Help Save the Planet Earth* (see Board Office).

Man's Link to the Environment: Activity 15
Worksheet 1

Help Save Planet Earth

1) It is crazy the amount of ______________ chemicals that go into making our every-day products.
2) These ______________ end up in the landfills which leach into the ground water.
3) To make an all purpose cleaner, take a gallon of hot water. Add ________ cup ammonia, ________cup of vinegar and _____ tablespoon baking soda.
4) If you keep your grass _____ to _____ inches high, the sunlight can't get to the weeds.
5) ______ pounds of garbage is made each day for each person.
6) We have already filled up ______ of the existing landfills.
7) _________, _________ and _________ are the answer.
8) ________ dollar out of every 10 goes to packaging.
9) _________ recycles.
10) Every ton we recycle saves ______________ trees.
11) Disposable ____________ leaches toxics into the ground.
12) Use ___________ bags instead of paper and plastic bags.
13) A ____________ will not sick to aluminum.
14) One quart of _______ can pollute 250,000 gallons of water.
15) One billion trees are needed to __________ the world's babies every year. Use cloth diapers.
16) Shut off the ____________-.
17) Use a plastic bag or bottle in the ____________ to save water.
18) Install a ____________________ shower head.
19) Water lawns in ____________ and ________________.
20) The ________ layer protected us from harmful ultraviolet radiation from the sun.
21) A hole in the ozone has been discovered over___________.
22) A decrease in the ozone layer increases skin ___________.
23) Capture and recycle CFC's in __________ air conditioners.
24) We can solve a lot of our problems with a single concept, _____________________.
25) ________________ _______________doors and windows.
26) Set the air conditioner at ____________ F.
27) Set the furnace for _____________ F during the day.
28) Use ____________ bulbs, not incandescent bulbs.
29) Tune up your car every _________ to __________ miles.
30) We need to spend more money on research to develop _______________ of energy and harness the power of the sun.
31) Mahogany, teak, rosewood, plywood and paneling all come from ________________________.
32) _________________ are entangled in the tuna nets.
33) There should be a world wide ban on _________________ net fishing, that "strip mine" our oceans.
34) Let the elected officials know how strongly we feel about ____________________ our environment.
35) It all begins with ___________.

Unit: Man's Link to the Environment

Activity 16: The 10 Biggest Challenges and What You Can Do

Objective/Goal: This activity is a review and final "wrap-up" for this unit. The objective of this activity is to firmly establish in the student's mind that he/she is responsible for the earth and they can do something to help save the earth.

Activity: Instruct the class to read "The 10 Biggest Challenges". Have the class discuss these issues in groups. Instruct each group to list as many ways that they can personally meet these challenges. End with a class discussion on their ideas. Continue discussion until the teacher is satisfied that the students understand the challenges and the ways that they can help save the earth.

Resource:

Lowe, Jeffrey. "The 10 Biggest Challenges". *Newsweek*. March 29, 1993, pg 1-18.

Unit: Understanding & Managing Community & World Conflict

Activity 1: Introducing the Arms Race

Objectives/Goals: After discussing Dr. Seuss's story *The Butter Battle Book,* students will gain a basic understanding of the definition of an arms race and how one occurs, as well as to see the futility of war/an arms race.

Activities: Explain to students that they are about to begin a unit examining the nature of war, looking at some of war's causes and specific examples of war-like activities, including a discussion of the arms race. Then tell students that they will begin this unit by thinking about a story about war that was written by a children's book author.

Read Dr. Seuss's *The Butter Battle Book* to students. (Consider reading it twice so that students will be able to absorb the material.) After you have read the book, have students answer the questions on **Worksheet 1: The Butter Battle.** Discuss their answers as a class afterword. Be sure they have a clear definition of an arms race and understand the futility of such a race.

Optional Activity: Have students read *World War Won* by Dave Pilkey, a book written by a nineteen year old that touches upon the same themes as Dr. Seuss's book. Have them make a list of similar and difference characteristics for the two books. Follow up by having students write a review comparing the two and stating which book they prefer and why.

Resources: Dr. Seuss. *The Butter Battle Book.* New York: Random House, 1984.

Pilkey, Dave. *World War Won.* 1402 Kansas Avenue, Kansas City, MO: Landmark Editions, Inc. 1987.

Unit: Understanding & Managing Community & World Conflict
Worksheet 1

The Butter Battle

Directions: Answer each of the following questions. Be prepared to discuss your answers.

1. Is this book just about Yooks and Zooks? What else could this book be discussing?

2. Who are the "boys in the back room"?

3. a. What are the slogans used to feed ill will between the two groups?

    b. Why did the country use these slogans?

4. a. According to the story, how do groups of people make other groups out to be enemies?

    b. List some examples from your own experience where you have seen one group of people make another group out to be enemies. How was it done?

5. After hearing the story, what ending would you give to it?

6. Dr. Seuss ends the story by saying, "We will see." In your own world, is there anything you can do with an arms race besides wait and see? List three other actions you can take.

7. Why would a children's book author like Dr. Seuss write this story? What audiences, or groups of people, did Dr. Seuss intend to reach?

Unit: Understanding & Managing Community & World Conflict

Activity 2: Continuing A Discussion of the Arms Race

Objectives/Goals: Students will gain an understanding of how the advancement of weapons historically affects the arms race and pertains to their own time. In addition, students will learn why people have developed more powerful weapons.

Activities: Remind students about their discussion regarding *The Butter Battle Book*. Explain that they will continue to think about the nature of warfare and weapons today.

Before beginning the video *Booom* (12 minutes. Available to borrow from Pax Christi Illinois, 312-283-5156, for a nominal fee.), explain to students that they are about to watch an animated cartoon showing the history of warfare, which shows one possible outcome of the development of nuclear weapons. After students have viewed the film, ask the following questions.

*What is the main point of *Booom* ?

*Why do the two sides keep developing more powerful weapons?

*What is the meaning of the button?

*What did the mouse eating the wires represent?

*At the end of the video, the words "The End" keep flashing in many languages. Why? Do you agree that this ending is a possibility?

*What can be done to prevent such a possibility?

*Thirty years ago, Martin Luther King, Jr., said, "The choice is no longer between violence and nonviolence; it is between nonviolence and nonexistence." What does he mean? How does his comment apply to today? What can we do to encourage nonviolence?

After discussing the film, have students do **Worksheet 1: Rocks to Nukes**. Read the two introductory paragraphs out loud before students begin. Discuss students' answers. Ask which weapons are used today by individuals, by governments. Ask what they notice about the nature of the weapons at the bottom of the chart. Emphasize the ability of today's weapons to create mass destruction at such unimagined and horrible levels that any use of the weapons is pointless.

Recommend to older students that they obtain a copy of *Dr. Strangelove*, a satire which depicts a similar theme.

Resources: Pax Christi Illinois, 312-283-5156.

Unit: Understanding & Managing Community & World Conflict
Worksheet 1

Rocks to Nukes

Listed below in the chart are ten weapons that humans have used in warfare over the ages. Historically, people have fought over religion, ideas, natural resources, or boundaries. As civilizations have evolved and populations increased, weapons have become more complex, more costly to produce, and more deadly. "Don't fire until you see the whites of their eyes" is a saying which has much less meaning today than in the past. Think about the differences among the ten weapons as you fill in the chart.

In the first column of the chart, place the letter of the alphabet which best describes the weapon. Use each letter only once. In the second column, put the number from 1 to 5 which describes the distance over which the weapon is most effective.

	1	2
ROCK		
BOW & ARROW		
FIST		
SWORD		
RIFLE		
CANNON		
KNIFE		
NUCLEAR WEAPON		
CHEMICAL WEAPON		
BIOLOGICAL WEAPON		

A. A short, thin steel blade, very sharp

B. Microorganisms that are breathed in or eaten, causing disease

C. A long, steel blade, very sharp

D. Small, mineral-based objects of no definite shape

E. Thick, hollow tubes of varying lengths that fire small leaded objects that penetrate the target

F. Large, heavy tubes used to fire huge leaded balls great distances

G. A long, skinny, pointed piece of wood with a stone tip, shot from a curved piece of wood with a string

H. A powerful, radioactive substance projected or dropped on a target resulting in both immediate and long-term damage

I. Powders, liquids, or gasses breathed in or eaten that caused disease

J. A tight knot of knuckles

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1. Arm's length or less from target

2. 20 feet from target

3. 50 to 100 yards from target One-half to a full football field)

4. more than a mile

5. across an ocean

Unit: Understanding and Managing World Conflict

Activity 3: Locating and Identifying Conflict

Objectives: To have students locate countries around the world in which conflict exists, or has recently existed. (Use of a current outline map of the world and/or an atlas is required)

To have students learn the difference between **intranational** and **international** conflicts.

To have students draw conclusions about world conflicts.

Activity:

Organize the class into groups of 5 students. Provide groups with a listing of 31 or more countries **(Handout: World Wide Conflict)**. First, have each group locate five or six countries on a map or atlas, then label their locations on an outline map of the world (Distribute an Outline World Map for each student or make a Large Wall Size World Map available in the classroom. As a class project, several students might even wish to make a large outline map of the world for the class.).

Second, after defining *Intranational* and *International*, have students from the groups select a country from among those five or six assigned to their group (i.e., one country per student) and research to find whether current conflict exists in the country and to determine whether it is intranational or international. (Library resources, specifically, recent periodicals and newspaper articles will be needed. Research findings will be limited by time, student effort, and availability of current world news information)

Follow-up Activity: After allowing time for the investigation, ask students to assemble in their groups. Ask each group to write at least two conclusions about world conflicts based on research.

Possible conclusions:
Conflict exists throughout the world
Most conflicts are Intranational.
Reasons for Intranational conflicts vary; but issues relating to ideology; race; identity (tribal,religious,racial); and governance/authority are often among the reasons.

Allow time for groups to share findings with the entire class.

Resources:

"The United Nations and the Struggle for World Peace," in *Teaching Tolerance*, Fall "94: 45-49.

Managing World Conflict: A Resource Unit for High Schools. United States Institute of Peace, Washington, D.C., 1984.

Unit: Understanding and Managing World Conflict

Handout: World Wide Conflict

	NATIONS	**CONFLICT ?**	**INTRA-/ INTERNATIONAL?**
1.	Angola		
2.	Cambodia		
3.	Cyprus		
4.	El Salvador		
5.	Georgia-Abkhazia		
6.	Guatemala		
7.	Haiti		
8.	India-Pakistan		
9.	Iraq-Kuwait		
10.	Middle East		
11.	Kashmir		
12.	Korean Peninsula		
13.	Kurdistan		
14.	Liberia		
15.	Mexico/Chiapas Indians		
16.	Morocco-Western Sahara		
17.	Mozambique		
18.	Myanmar		
19.	Nugorna Karabakh		
20.	Northern Ireland		
21.	Peru		
22.	Rwanda		
23.	Somalia		
24.	South Africa		
25.	Spain		
26.	Sri Lanka		
27.	Sudan		
28.	Tajikistan		
29.	Tibet		
30.	Ukraine		
31.	Yugoslavia		

NOTE: Other nations may be added. This listing was provided by the following resource:

Managing World Conflict: A Resource Unit for High Schools. United States Institute of Peace, Washington, D.C., 1984.

Unit: Understanding and Managing World Conflict

Activity 4: Extended Group Research Leading to Individually Written Documented Papers on World Conflict.

Objective: To draw attention to efforts or lack of efforts at resolving conflicts around the world, particularly in the area of human rights.

To encourage critical thinking about the nature of conflict in some recent conflict areas around the world and to research/evaluate peacemaking efforts on the part of the United Nations and/or other groups.

To develop skills in note-taking, organizing, and expressing points of view in writing.

Activity:

Allow students to divide into groups of no more than five. In each group, students will research and prepare reports on an area of recent conflict. [e.g. Haiti, Bosnia, Rwanda, Liberia, Cambodia, the Middle East, Northern Ireland, and Guatemala are among the possibilities] Students should collect and share articles and resources within their groups. If material is available, encourage students within the groups to subdivide their topics. For example, one student may gather notes and prepare to write on the history of the conflict; another may write about the human rights abuses; a third, on the involvement of the UN in efforts to resolve the conflict; another, on the involvement of the US; another may propose a "creative" solution to the conflict.

Students will need flexibility and some guidance in selecting their topics. They will also need to have instruction on an acceptable style of documentation and writing--APA or MLA style suggested.

Suggested time for high school students to research and write their papers is 4 weeks.

Resources:

Current World News Information from Library

CNN Newsroom: Global View. Washington, D.C. 20016: Compact Publishing, Inc. 1994.

Managing World Conflict: A Resource Unit for High Schools. United States Institute of Peace, Washington, D.C., 1984.

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Unit: Understanding and Managing World Conflict

Activity 5: Analyzing and Creating Editorial Cartoons on Conflict

Objectives/Goals: To make students more aware of world conflict issues, as well as to encourage critical/analytical thinking about both the cartoons' messages and their own beliefs about the message.

Activity:

Frequently, newspapers and newsmagazines run editorial cartoons that expose or attack conflicts within a nation or between nations. Bring several examples into class for students to analyze. For each example, have students discuss the message of the cartoons and whether they agree or disagree with the cartoon's message.

Some Questions for Analyzing Cartoons:

1. What is the Cartoon's Message?
2. What is the Cartoonist's Point of View?
3. Do you agree or disagree with the cartoon's message? Explain.
4. What objects, people, and/or symbols does the cartoon use? Do the images help convey the meaning? Explain.
5. Note and comment on any of the following: Titles or captions? Significant words, phrases, dates?
6. Describe the cartoon in two to three adjectives.

After sharing and discussing several editorial cartoons with the class, have students work in groups to create a cartoon that conveys a message about conflict and/or efforts at conflict management. In creating their cartoons, students need to first decide on the message they wish to convey; second, they should decide on the objects (people, symbols) and words or phrases that will best convey their message. Students should use poster board or a large blank sheet of 8 1/2 by 11 inch paper for their cartoon creations.

Resource:

Managing World Conflict: A Resource Unit for High Schools. United States Institute of Peace, Washington, D.C., 1984.

Unit: Understanding and Managing World Conflict

Activity 6: World Hunger Simulation

Objective/Goal: By helping students visualize the world's imbalanced food distribution, they may become more conscious of the abundance that they take for granted, and strive to live in a less wasteful manner.

Activity: Write the "United States" on place cards for 6% of the people in the simulation. On 69% of the total cards, write the names of developed countries such as those in Europe. Japan, Russia, etc. (Many of these countries enjoy a similar standard of living as the U.S.. but often have a stronger tendency to conserve resources.) On the remaining 25% of the place cards, write the names of the hungry Third World countries such as those in Africa, Asia, or Latin America.

Have each person in the simulation pick a place card "from the hat" and then sit at the table. Using baskets of cookies, distribute the food in the following manner:

The 6% card holders receive two-thirds of all the cookies.

The 69% card holders get one cookie per person.

The 25% card holders get nothing but a few crumbs.

Pause before eating so everyone has a chance to see the imbalance. What were the responses to the size of the portions? Allow participants time to express their feelings about the imbalance. Note the emotions particularly when they see some of their friends not getting enough to eat and enjoy. Discuss what the participants can do to make a difference.

Resources:

McGinnis, James. *Helping Families Care*. St. Louis, MO: The Institute for Peace and Justice.
Vogt, Susan, ed. Just Family Nights. Elgin, IL: Brethren Press, 1994.

Unit: Understanding & Managing Community & World Conflict

Activity 7: Concluding A Discussion on Conflict

Objectives/Goals: Students will end the unit with a discussion of positive steps they can take to bring about changes to society, making it a more just and peaceful place to live.

Activities: Distribute **Handout 1: "The Hundredth Monkey"** to students. Have someone in the class read the poem aloud after students have read it silently. After the reading, discuss the following questions:

*What message is contained in the story? Do you agree or disagree with the message? Why?

*How can you relate the message of this story to action that may address conflict issues?

*Are there any "social improvements" that people your age can teach adults? Give examples.

*If you wanted to convince people older than you are to change something, what steps would you take? What different strategies can you use for doing this? [Write their suggestions on the board.]

Resources: Keyes, Ken, Jr. *The Hundredth Monkey.* From Pax Christi Illinois, 312-283-5156.

Handout 1: "The Hundredth Monkey"

There is a phenomenon
I'd like to tell you about.

In it may lie
our only hope
of a future
for our species!
Here is the story
of the Hundredth Monkey:

The Japanese monkey,
Macaca fuscata,
has been observed in the wild
for a period of over 30 years.

In 1952,
on the island of Koshima
scientists were providing monkeys
with sweet potatoes
dropped in the sand.
The monkeys liked the taste
of the raw sweet potatoes,
but they found the dirt
unpleasant.

An 18-month old female
named Imo
found she could solve the problem
by washing the potatoes
in a nearby stream.
She taught this trick
to her mother.
Her playmates also
learned this new way
and they taught their mothers, too.
This cultural innovation
was gradually picked up
by various monkeys
before the eyes of the scientists.
Between 1952 and 1958, all the
young monkeys learned to wash
the sandy sweet potatoes
to make them more palatable.

Only the adults
who imitated their children
learned this social improvement.
Other adults
kept eating
the dirty sweet potatoes.

Then something startling took place.
In the autumn of 1958,
a certain number of Koshima monkeys
were washing sweet potatoes --
the exact number is not known.

Let us suppose
that when the sun rose one morning
there were 99 monkeys
on Koshima Island
who had learned
to wash their sweet potatoes.

THEN IT HAPPENED!

By that evening
almost everyone in the tribe
was washing sweet potatoes
before eating them.

The added energy
of this hundredth monkey somehow
created an ideological breakthrough!

But notice.
The most surprising thing observed
by these scientists was that
the habit of washing sweet potatoes
then spontaneously jumped
over the sea --

Colonies of monkeys on other islands
and the mainland troop of monkeys
at Takasakiyama began washing
their sweet potatoes!

Thus, when a certain critical number
achieves an awareness,
this new awareness
may be communicated
from mind to mind.

Although the exact number may vary,
the Hundredth Monkey Phenomenon
means that when only
a limited number of people
know of a way
it may remain
the conscious property
of these people.

But there is a point at which
if only one more person
tunes-in to a new awareness,
a field is strengthened
so that this awareness
reaches almost everyone!

SOME BI-STATE AREA RESOURCES

Cahokia Mounds Museum Center
Cahokia, Illinois

Mexican Honorary Commission
John Valencia President
1801 Spruce Avenue
Granite, City, Illinois
876-1688
(Annually sponsors a September Festival
and a Cinco De Mayo Celebration)

Tree House Wildlife Center, Inc.
(A non-profit, all volunteer organiation dedicated to
preservation of native American wildlife)
RR #1, Box 125E
Brighton, Illinois 62012
(618) 372-8092

St. Louis Science Center
5050 Oakland
St. Louis, Missouri 63110
(314) 289-4444

Missouri Botanical Garden
Shaw Boulevard
St. Louis, Missouri
(314) 577-5100

St. Louis Zoo
Forest Park

St. Louis Art Museum
Forest Park

Golden Rules

1. If You Open It, Close It.
2. If You Turn It On, Turn It Off.
3. If You Unlock It, Lock It.
4. If You Break It, Repair It.
5. If You Can't Fix It, Call Someone Who Can.
6. If You Borrow It, Return It.
7. If You Use It, Take Care Of It.
8. If You Make A Mess, Clean It Up.
9. If You Move It, Put It Back.
10. If It Belongs To Somebody Else, And You Want To Use It, Get Permission.
11. If You Don't Know How To Operate It, Leave It Alone.
12. If It Doesn't Concern You, Mind Your Own Business.

JIM'S TEST OF ETHNIC AWARENESS

BY

JIM BOYER

KANSAS STATE UNIVERSITY

DIRECTIONS: Please Match Column -A- with Column -B-.

_____ 1. Barbara Sizemore

_____ 2. The 19th Amendment

_____ 3. Lollipop Power

_____ 4. LaDonna Harris

_____ 5. Wayne Newton

_____ 6. Rita Moreno

_____ 7. Ernesto Galarza

_____ 8. Carter G. Woodson

_____ 9. Sara & Angelina Grimke

_____10. Equal Rights Amendment

_____11. Lerone Bennett

_____12. N. Scott Momaday

_____13. Carolyn Rodgers

_____14. Julian Nava

_____15. Lee Trevino

_____16. Emma Willard Task Force

_____17. Buffy St. Marie

NOTE: Some answers may be used with more than one item.

A. Mexican American Historian

B. Women's publishing company concerned with liberating young children from sex-stereotyped behavior and role models

C. Native American Singer

D. Black Historian

E. Women who, in 1820, began speaking in public when it was against the law for women to do so

F. Concerned with equitable rewards & opportunities for men & women

G. One for whom a children's book award was named (book attempting to reduce racism and elitism)

H. First Black Urban Woman Superintendent in the U.S.

I. Puerto Rican Actress/Singer

J. Native American Political Activist

K. Black Poet

L. Native American Author

M. Mexican American Golfer

N. Group of Minnesota women concerned with the extent to which public education contributes to sexist attitudes of children (and bringing about change)

O. Provided women the right to vote

JIM'S TEST OF ETHNIC AWARENESS

KEY

JIM BOYER
KANSAS STATE UNIVERSITY

DIRECTIONS: Please Match Column -A- with Column -B-.

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___J__ 4. LaDonna Harris

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___A__ 7. Ernesto Galarza

___D__ 8. Carter G. Woodson

___E__ 9. Sara & Angelina Grimke

___F__10. Equal Rights Amendment

___D__11. Lerone Bennett

___L__12. N. Scott Momaday

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BEST COPY AVAILABLE

Recommendations of the Committee to the School District

1. That Peer Mediation Training with appropriate resources and trained staff be offered for high school students, including Alph Peer Leaders.

In-District Resource Consultants for this Training:
Dr. Richard Skirball, GCHS Guidance
LaVerna Corbitt, GCHS Guidance
Mike Johnson, GCHS Guidance

Available Materials:
"Conflict Resolution and Peer Mediation" unit in *Peace Issues* Curriculum.

Working It Out...Conflict Resolution Through Peer Mediation. (VHS) Huntington, NY:Bureau for At-Risk Youth, 1994.

Bodine, Richard J., Donna K.Crawford and Fred Schrumpf. *Creating the Peaceable School: A Comprehensive Program for Teaching Conflict Resolution. Champaign, Illinois: Research Press, 1994.*

2. That a Teen Forum be established. The forum would involve students trained in peer mediation and certified staff. Its purpose would be to address stopudent conflicts within the school community.

3. The committee recommends that, if a separate humanities credit course cannot be established, then the units developed under this grant be used within the current established high school curriculum with these suggestions:

- Relating to Self Activities ....Suitable in many areas. Especially recommended for Plus Program students, Oral Communications and Freshman Health.
- Relating to Others/Family..............Suitable as research activities for English composition classes.
- Conflict Resolution & Peer Mediation....Recommended for levels 6-12. Many activities are excellent for Oral Communications and Freshman Health.

- Bias....................................Suitable for high school psychology, social studies, and literature classes.
- Beyond Bias to Understanding............For high school literature and social studies classes.
- Sports' Ethics.........................For Images of Man.
- Man's Link to the Environment...........For Biology 3A.
- Understanding...World Conflict..........For Advanced Senior Composition classes and Foreign Policy.

August 11, 1995
Humanities Curriculum Committee

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